

Crosswalk Directions:

1997 MLR to 2007 MLR

1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard or performance indicator of the 1997 MLR can be found in the 2007 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer "no", please respond only to question 6, 8, and 9.
2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the 1997 MLR standard or performance indicator can be found in the 2007 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.
3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the 1997 MLR can be found in the 2007 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
4. Indicate where the standard or performance indicator of the 1997 MLR can be found in the standards, performance indicators and/or appropriate descriptors of the 2007 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), A1a (standard A, performance indicator 1, descriptor a), A1a, b, and e (standard A, performance indicator 1, descriptors a, b, and e).
5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 1997 MLR is be found at the same grade span in the 2007 MLR. If "no", indicate the grade span or grade level where the performance indicator is found in the 2007 MLR. As an example, a performance indicator found in 5-8 in the 1997 should be considered to be at a different grade span if it is found at 6-8 in the 2007 MLR.
6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.
7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

CONTINUITY

**Health Education &
Physical Education
CROSSWALK:
1997 MLR to 2007 MLR**

| Is it in the 2007 standards? | Is the CONCEPT/IDEA the same? | Is the WORDING the same? | WHERE is it found? (Standard, PI, Descriptor) | Is it at the same grade span or grade level? | At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 1997 MLR? | At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 2007 MLR? | |
|------------------------------|-------------------------------|--------------------------|---|--|--|--|--|
| | | | | | | | |

HEALTH EDUCATION

| | | | | | | | | |
|--|---|---|---|-----|---------|---|---|--|
| A. HEALTH CONCEPTS: Students will understand health promotion and disease prevention concepts. Knowledge of how disease and injury affect the body and learning about the health benefits of preventive care, timely treatment, and appropriate personal behaviors are at the heart of health education. Students who protect their health have a better chance of remaining healthy and productive throughout their lives. | | | | | | | | |
| ELEMENTARY GRADES Pre-K-2 | | | | | | | | |
| 1. Recognize that there are multiple components of health. | Y | Y | N | A2 | Y | 1 | 1 | |
| 2. Describe the transmission and prevention of communicable diseases. | Y | Y | N | A3 | Y | 2 | 2 | |
| 3. Demonstrate an understanding of basic health terms. | N | N | N | | N (3-5) | | | |
| ELEMENTARY GRADES 3-4 | | | | | | | | |
| 1. Describe the relationship between healthy practices and personal health (e.g., eating well and exercise). | Y | Y | N | A1 | Y | 2 | 2 | |
| 2. Identify indicators of physical, mental, emotional, and social health during childhood. | Y | Y | N | A2 | Y | 1 | 1 | |
| 3. Describe the basic structures and functions of the human body systems. | N | | | | | 2 | | |
| 4. Identify common health problems of children that should be detected and treated early. | P | P | N | A3 | Y | 1 | 2 | |
| 5. Describe ways in which a healthful school and community environment influences personal health. | P | P | N | A4 | Y | 2 | 2 | |
| 6. Explain the difference between positive and negative responses to stress. | N | | | | | 2 | | |
| 7. Demonstrate essential understanding of basic health concepts. | N | N | N | | | | | |
| MIDDLE GRADES 5-8 | | | | | | | | |
| 1. Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease. | P | P | N | A1 | Y | 2 | 3 | |
| 2. Describe the relationship among physical, mental, emotional, and social health. | Y | Y | N | A2 | Y | 2 | 2 | |
| 3. Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury). | N | | | | | 4 | | |
| 4. Evaluate how health is influenced by the interaction of body systems (e.g., physical fitness and the respiratory and circulatory systems). | N | | | | | 6 | | |
| 5. Analyze how the environment relates to personal health. | P | P | N | A4 | Y | 4 | 4 | |
| 6. Explain how appropriate health care can prevent premature death and disability. | P | P | N | A4c | Y | 2 | 2 | |
| 7. Identify the characteristics and stages of human growth and development. | P | P | N | A6 | Y | 1 | 1 | |

| | | | | | | | | |
|--|---|---|---|-----|---|---|---|--|
| 8. Demonstrate thorough understanding of key health concepts. | N | N | N | | | | | |
| SECONDARY GRADES | | | | | | | | |
| 1. Analyze the relationship between personal health practices and individual well-being. | P | P | N | A1a | Y | 4 | 5 | |
| 2. Describe the interrelationship of physical, mental, emotional, and social health throughout the stages of life. | Y | Y | N | A2 | Y | 4 | 4 | |
| 3. Evaluate the short- and long-term effects of risky behavior. | P | P | N | A1b | Y | 6 | 3 | |
| 4. Analyze the impact of personal health behaviors on body systems. | N | N | N | | | | | |
| 5. Analyze how the environment relates to personal and community health. | P | P | N | A4a | Y | 4 | 4 | |
| 6. Describe health issues common at different stages of life. | N | | | | | | | |
| 7. Analyze how public health policies and laws influence health promotion and disease prevention. | P | P | N | d1f | Y | 4 | 4 | |
| 8. Analyze how the prevention and control of health problems are influenced by research and medical advances. | N | | | | | 4 | | |
| 9. Describe how disease-causing microorganisms, family history, nutrition, and other factors relate to the cause or prevention of disease and other health problems. | P | P | N | A4b | Y | 2 | 2 | |
| 10. Describe how stress management relates to disease prevention. | N | | | | | 2 | | |
| 11. Demonstrate in-depth understanding of complex health concepts. | N | N | N | | N | | | |
| B. HEALTH INFORMATION, SERVICES, AND PRODUCTS: Students will know how to acquire valid information about health issues, services, and products. People need good information about prevention, early detection, and treatment of health problems. An important step in learning to protect health is developing the skills to find and analyze information about health issues. | | | | | | | | |
| ELEMENTARY GRADES Pre-K-2 | | | | | | | | |
| 1. Identify which school and community health helpers are needed in given situations. | P | P | N | B1 | Y | 1 | 1 | |
| ELEMENTARY GRADES 3-4 | | | | | | | | |
| 1. Identify characteristics of valid health information and products, and services that promote health. | Y | Y | Y | B1 | N | 1 | 2 | |
| 2. Demonstrate ways to locate school and community health helpers. | P | P | P | B2 | N | 2 | 1 | |
| 3. Identify community agencies that advocate healthy individuals, families, and communities. | P | P | P | B2 | N | 1 | 2 | |

| | | | | | | | | |
|---|---|---|---|-----|---|---|---|--|
| MIDDLE GRADES 5-8 | | | | | | | | |
| 1. Analyze the validity of health information, products, and services and describe situations requiring their use. | P | P | P | B1 | N | 4 | 4 | |
| 2. Identify resources from home, school, and community that provide valid health information and services. | P | P | P | B2 | N | 1 | 2 | |
| SECONDARY GRADES | | | | | | | | |
| 1. Provide evidence to support the validity of health information, products, and services. | P | P | P | B1 | Y | 5 | 6 | |
| 2. Evaluate factors that influence personal selection of health products and services (e.g., cost and accessibility). | N | | | | | 6 | | |
| 3. Access school and community health services (e.g., school nurse, family physician, emergency care). | P | P | P | B2a | Y | 4 | 4 | |
| 4. Analyze various health problems and identify those that require professional health care services (e.g., dental cavities, sports injuries). | P | P | P | B2a | Y | 4 | 2 | |
| C. HEALTH PROMOTION AND RISK REDUCTION: Students will understand how to reduce their health risks through the practice of healthy behaviors. In taking responsibility for personal health, students lay a foundation for a healthy, productive life. Many diseases and injuries can be prevented by avoiding harmful behaviors and taking fewer risks. More importantly, students can take steps to improve their health such as eating better foods, exercising regularly, and paying attention to preventive care. | | | | | | | | |
| ELEMENTARY GRADES Pre-K-2 | | | | | | | | |
| 1. Differentiate between safe and harmful substances found at home and school. | Y | Y | Y | C2b | Y | 2 | 2 | |
| 2. Demonstrate personal hygiene skills. | Y | Y | P | C1b | Y | 2 | 2 | |
| 3. Choose healthful foods. | | | | | | | | |
| 4. Demonstrate a variety of safety skills for different situations (e.g., pedestrian, bus, fire, auto, and bicycle safety). | Y | Y | Y | C2a | Y | 2 | 2 | |
| 5. Apply coping strategies when they feel too excited, anxious, angry, or out of control. | Y | Y | Y | C3 | Y | 3 | 3 | |
| ELEMENTARY GRADES 3-4 | | | | | | | | |
| 1. Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines). | N | | | | | 4 | | |
| 2. Develop injury prevention and safety strategies for personal health. | Y | Y | Y | C2b | Y | 3 | 3 | |
| 3. Demonstrate basic care of human body systems. | Y | Y | P | C1b | Y | 2 | 2 | |
| 4. Demonstrate healthful and safe ways to deal with or avoid threatening and stressful situations. | Y | Y | N | C2a | Y | 2 | 2 | |

| | | | | | | | | |
|--|---|---|---|----------|----------|-------|-------|--|
| MIDDLE GRADES 5-8 | | | | | | | | |
| 1. Explain the importance of assuming responsibility for personal health. | Y | Y | Y | A1a | Y | 2 | 2 | |
| 2. Analyze a personal health assessment to determine health strengths and risks. | P | P | P | F2a | N (9-12) | 4 | 6 | |
| 3. Develop strategies to improve or maintain personal and family health. | P | P | P | C1 | Y | 2 | 2 | |
| 4. Develop injury prevention and response strategies for personal safety, including first aid. | P | P | P | C2b | Y | 3 | 3 | |
| 5. Demonstrate ways to avoid or change situations that threaten personal safety. | P | P | P | C2a | Y | 2 | 2 | |
| 6. Distinguish between healthy and unhealthy stress management techniques. | P | P | P | C3 | Y | 4 | 4 | |
| SECONDARY GRADES | | | | | | | | |
| 1. Analyze the extent to which individuals are responsible for enhancing health and safety in the community and the workplace. | N | | | | | | | |
| 2. Demonstrate strategies to avoid, change, and report unsafe situations. | P | P | P | C2a | Y | 2 | 3 | |
| 3. Design, implement, and evaluate a plan of stress management. | Y | Y | Y | C3 | Y | 5,3,6 | 5,3,6 | |
| D. INFLUENCES ON HEALTH: Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. Students receive an almost constant stream of information about their health and behavior. As a first step to making decisions that protect health, students need to recognize how different messages influence their actions. | | | | | | | | |
| ELEMENTARY GRADES Pre-K-2 | | | | | | | | |
| 1. Describe the influences of media on health. | P | P | P | D1c | Y | 2 | 2 | |
| 2. Explain how information from school and family influences health. | P | P | P | D1a, D1b | Y | 2 | 1 | |
| ELEMENTARY GRADES 3-4 | | | | | | | | |
| 1. Evaluate the influences of culture on health. | P | P | P | D1b | N | 6 | 1 | |
| 2. Explain how media influences health decisions. | P | P | P | D1c | N | 2 | 2 | |
| 3. Describe ways technology affects personal health. | Y | Y | Y | D2 | N | 2 | 2 | |
| 4. Describe ways to be a responsible friend and family member. | N | | | | | 2 | | |
| MIDDLE GRADES 5-8 | | | | | | | | |
| 1. Investigate the influence of cultural beliefs on health behaviors and the use of health services. | P | P | P | D1e | N | 3 | 2 | |

| | | | | | | | | |
|---|---|---|---|----------|---|---|---|--|
| 2. Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care). | P | P | P | D1c | N | 4 | 4 | |
| 3. Analyze the effect of technology on personal and family health. | N | | | | | 4 | | |
| 4. Describe how school, family, and peers influence the health of adolescents. | P | P | P | D1a, D1b | N | 2 | 2 | |
| SECONDARY GRADES | | | | | | | | |
| 1. Analyze how different cultures affect health beliefs and practices (gender equity). | P | P | P | D1e | Y | 4 | 4 | |
| 2. Evaluate the effect of media and other factors on personal, family, and community health. | P | P | P | D1c | Y | 4 | 4 | |
| 3. Evaluate the impact of technology on personal, family, and community health. | Y | Y | Y | D2 | Y | 6 | 6 | |
| 4. Analyze how the family, peers, and community influence the health of individuals. | P | P | P | D1a, D1b | Y | 4 | 4 | |
| E. COMMUNICATION SKILLS: Students will understand that skillful communication can contribute to better health for them, their families, and the community. Students need effective communication skills to develop and maintain healthy personal relationships. The ability to organize and convey information, beliefs, opinions, and feelings is a skill that can reduce and avoid conflict. Communication skills enable individuals to be advocates for a healthy school, home, workplace, and community. | | | | | | | | |
| ELEMENTARY GRADES Pre-K-2 | | | | | | | | |
| 1. Demonstrate healthy ways to express needs, wants, and feelings. | Y | Y | Y | E1a | Y | 2 | 2 | |
| 2. Distinguish between verbal and nonverbal communication. | Y | Y | Y | E1b | Y | 2 | 2 | |
| ELEMENTARY GRADES 3-4 | | | | | | | | |
| 1. Use appropriate communication and listening skills to enhance health. | P | P | P | E1a, E1b | N | 2 | 2 | |
| 2. Differentiate between negative and positive ways to deal with conflict. | N | | | | | | | |
| 3. Demonstrate non-violent strategies to resolve conflicts. | P | P | P | E1e | N | 2 | 2 | |
| 4. Express opinions and give accurate information about health issues. | Y | Y | Y | E2a | N | 2 | 2 | |
| MIDDLE GRADES 5-8 | | | | | | | | |
| 1. Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships (e.g., positive peer pressure). | Y | Y | N | E1 | N | 2 | 3 | |

| | | | | | | | | |
|--|---|---|---|-----|---|---|-----|--|
| 2. Demonstrate refusal and negotiation skills which can enhance health by enabling them to deal with negative peer pressure. | P | P | P | E1c | N | 2 | 2 | |
| 3. Demonstrate conflict resolution strategies. | P | P | P | E1c | N | 2 | 2 | |
| 4. Analyze various communication methods which can be used to give information, ideas, and opinions about health issues. | P | P | P | E2 | N | 4 | 3 | |
| SECONDARY GRADES | | | | | | | | |
| 1. Demonstrate healthy ways to listen and communicate effectively with family, peers, and others. | P | P | P | E1a | Y | 2 | 2 | |
| 2. Demonstrate strategies that can be used to prevent or solve conflicts without harm. | P | P | P | E1c | Y | 2 | 2 | |
| 3. Analyze the possible causes of conflict in schools, families, and communities. | N | | | | | | | |
| 4. Evaluate the effectiveness of various communication methods for accurately delivering health information and ideas. | P | P | P | E2b | Y | 6 | 6 | |
| 5. Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues. | N | | | | | | 2 | |
| 6. Demonstrate the ability to work cooperatively as an advocate for healthy individuals, families, schools, and communities. | P | P | N | E2c | Y | 3 | 3 | |
| 7. Adapt health messages and communication techniques to the characteristics of a particular audience. | P | P | P | E2b | Y | 3 | 3 | |
| F. DECISION-MAKING AND GOAL SETTING: Students will learn how to set personal goals and make decisions that lead to better health. Knowledge of good health practices will not help students unless they have the foresight and discipline to act on that knowledge. The practical application of knowledge requires students to develop skills such as goal setting and decision making. Students who have the right combination of knowledge and skills can begin to contribute to their own good health, to healthy families, and to safer communities. | | | | | | | | |
| ELEMENTARY GRADES Pre-K-2 | | | | | | | | |
| 1. Explain when assistance is needed in making health-related decisions and setting health goals. | P | P | P | F1c | Y | 2 | 2 | |
| 2. Set a short-term personal health goal. | P | P | P | F2 | Y | 2 | 3,3 | |
| ELEMENTARY GRADES 3-4 | | | | | | | | |
| 1. Demonstrate the ability to apply a decision-making process to health issues and problems. | P | P | P | F1c | Y | 3 | 3 | |
| 2. Predict the results of positive health decisions. | P | P | P | F1c | Y | 5 | 5 | |

| | | | | | | | | |
|---|---|---|---|-----|---|-----|-----|--|
| MIDDLE GRADES 5-8 | | | | | | | | |
| 1. Demonstrate individual and collaborative decision-making processes to resolve health problems. | P | P | N | F1b | Y | 2 | 4 | |
| 2. Analyze how health-related decisions are influenced by individuals, families, and community values. | P | P | N | D1e | Y | 4 | 2 | |
| 3. Explain how decisions regarding health behaviors have consequences for them and others. | P | P | P | E1d | Y | 2 | 2 | |
| 4. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. | N | | | | | | | |
| 5. Develop a plan to attain personal health goals by employing personal strengths and addressing needs and health risks. | P | P | N | F2 | Y | 3 | 3,4 | |
| SECONDARY GRADES | | | | | | | | |
| 1. Demonstrate various decision making strategies that can be used to address behaviors which lead to trouble. | P | P | P | F1 | | 3 | 3 | |
| 2. Analyze health concerns that require collaborative decision making. | P | P | P | F1b | Y | 4 | 5 | |
| 3. Predict the immediate and long-term impact of health decisions on the individual, family, and community. | P | P | P | F1d | Y | 5 | 5 | |
| 4. Implement a plan and evaluate progress in attaining personal health goals. | Y | Y | N | F2 | Y | 3,4 | 3 | |
| 5. Formulate an effective long-range personal health plan. | Y | Y | N | F3 | Y | 5 | 5 | |
| <u>PHYSICAL EDUCATION</u> | | | | | | | | |
| A. PHYSICAL FITNESS: Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis. Students who develop healthful patterns of physical activity and enjoyment are more likely to stay physically fit and active in their adult lives. | Y | Y | N | H | | | | |
| ELEMENTARY GRADES Pre-K-2 | | | | | | | | |
| 1. Identify the physical changes that accompany moderate to vigorous activity (e.g., sweating, increased heart rate, heavy breathing). | P-identify body responses related to physical activity | Y | N | H4 | Y | 1 | 1 | |
| 2. Engage in moderate to vigorous physical activity. | P-participating in cardio endurance activities | Y | N | H3 | Y | 3 | 3 | |
| 3. Identify activities associated with each component of health-related fitness (e.g., cardiovascular endurance, muscular endurance, muscular strength, body composition). | P-identify components H2 and participate in H3 | Y | N | H2 | Y | 1 | 1 | |
| 4. Move with an awareness of others. | P-demonstrate locomotor skill changing direction< level and pathway | Y | N | G2b | Y | 2 | 2 | |
| 5. State reasons for safe and controlled movements. | N | | | | | | | |

Crosswalk - Health-PE 1997-2007

| ELEMENTARY GRADES 3-4 | | | | | | | | |
|---|---|---|---|--------|---------|------|---|--|
| 1. Identify the components of health-related fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition). | Y | Y | N | H2 | N (K-2) | 1 | 2 | |
| 2. Demonstrate specific activities to improve each of the components of health-related fitness. | N | | | | | 2 | | |
| 3. Identify the benefits of regular participation in physical activity. | Y | Y | N | H4 | Y | 1 | 1 | |
| 4. Participate in physical activity for the purpose of improving health-related fitness. | P-participate in activities to address not necessarily to improve | Y | N | H3 | N (3-5) | 3 | 3 | |
| 5. Participate in health-related fitness assessments. | Y | Y | N | H1 | N (3-5_ | 3 | 3 | |
| 6. Analyze potential risks of physical activities. | N | | | | | 4 | | |
| 7. Utilize safety principles during activities. | N | | | | | 2 | | |
| MIDDLE GRADES 5-8 | | | | | | | | |
| 1. Define the components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed) and health-related fitness and identify activities which contribute to the development of each component. | Y | Y | N | G3 | N (6-8) | 2 | 2 | |
| 2. Participate in and distinguish among a variety of health-related fitness activities. | P-participate in and address personal goals | P-participate in and address rather than distinguish personal goals | N | H3 | N (6-8) | 3 | 3 | |
| 3. Assess health-related fitness levels and develop personal fitness goals. | P-conduct the assessment then establish personal goals | P-students will use data to set goals | N | H1 | N (6-8) | 6, 3 | 3 | |
| 4. Establish personal physical activity goals and participate regularly in health-enhancing activities to accomplish these goals. | P-indicator split now | P-establish cognitive and participate psychomotor | N | H1, H3 | N (6-8) | 5, 3 | 5 | |
| 5. Demonstrate understanding of and apply the following principles of training: specificity (use of a specific exercise to develop skill in a particular activity); progression (increasing the level of intensity); and overload (e.g., increasing the weights used in an exercise in order to build muscle more quickly, rather than increasing the speed of the exercise). | N | | | | | 2 | | |
| 6. Assess physiological indicators of exercise during and after physical activity (e.g., pulse rate, sweating). | P-describe physiological responses | Y | N | H4 | N (6-8) | 6 | 2 | |
| 7. Demonstrate appropriate stretching and warm up exercises that enhance the learning and performance of activities. | N | | | | | 2 | | |

| | | | | | | | | |
|--|---|--|---|-----|----------|---------|------|---|
| 8. Identify and apply rules and procedures designed for safe participation. | P-explain reason for modifying rules and risks associated with specific games | Y | N | 13 | N (6-8) | 1, 3 | 2 | |
| SECONDARY GRADES | | | | | | | | |
| 1. Design and implement a personal fitness program based on an accurately assessed fitness profile applying the principles of training. | Y | Y | N | H2 | Y | 5, 3 | 5 | |
| 2. Participate in a variety of health-enhancing physical activities. | P-students select activities that address their personal fitness plan | P-rather than just participating students will select those that address plans | N | H3 | Y | 3 | 4, 3 | |
| 3. Demonstrate an understanding of how patterns of participation change throughout life, and develop strategies to deal with those changes. | Y | Y | N | G2c | Y | 2 | 2 | |
| 4. Demonstrate the knowledge, skills, and behaviors needed to maintain or modify levels of fitness. | N | | | | | 2 | | |
| 5. Analyze and compare physical fitness activities for their health-enhancing potential and benefits. | N | | | | | 4 | | |
| B. MOTOR SKILLS: Students will develop motor skills and apply these to enhance their movement and physical performance. Successful development of motor skills provides an opportunity to enjoy participation in physical activities, and reach advanced levels of performance, which in turn, increases the likelihood of continued participation. | | | | | | | | |
| ELEMENTARY GRADES Pre-K-2 | | | | | | | | |
| 1. Demonstrate progress in mastering locomotor skills (skills used to move from one place to another, e.g., walking, running, jumping, hopping) and non-locomotor skills (skills used to move in place e.g., turning, twisting). | P-demonstrate correct technique for a variety of locomotor skills | P-non-locomotor skills are identified in the VPA Dance indicators | N | G2 | Y | 2 | 2 | |
| 2. Demonstrate improving form when using various sports accessories (e.g., throwing a ball, catching a bean bag, hitting a hockey puck). | P-demonstrate correct technique for a variety of manipulative skills | | Y | N | G1a, G1b | N (3-8) | 2 | 2 |
| 3. Demonstrate simple combinations of motor patterns (e.g., dribbling while running). | Y | Y | N | G2c | Y | 2 | 2 | |
| 4. Make smooth transitions between sequential motor skills (e.g., running into a jump). | N | | | | | 2 | | |

| | | | | | | | | |
|--|--|--|---|---------|---------|------|---|--|
| 5. Adapt and adjust movement skills to uncomplicated, changing, environmental conditions and expectations (e.g., tossing a ball to a moving partner). | N | | | | | 4 | | |
| 6. Identify the critical elements of fundamental movement patterns (e.g., throwing; ready position, arm preparation, turn side to target, step in opposition, etc.). | N | | | | | 1 | | |
| 7. Apply movement concepts (e.g., patterns of movement, direction, speed, etc.) to a variety of fundamental skills (e.g., running in different directions without bumping into others or falling). | N | | | | | 3 | | |
| ELEMENTARY GRADES 3-4 | | | | | | | | |
| 1. Create movement patterns in combination and/or sequence using movement concepts. | P-combine locomotor and manipulative skills | Y | N | G2b | N (3-5) | 5 | 2 | |
| 2. Distinguish between locomotor and non-locomotor skills in physical activities. | N | | | | | | 4 | |
| 3. Demonstrate mature form in all locomotor patterns, non-locomotor skills, and selected sports accessories. | P-demonstrate correct techniques for locomotor skills | P-locomotor the focus rather than non-locomotor and manipulative | N | G2a | N (K-2) | 2 | 2 | |
| 4. Adapt a skill to the demands of the environment (e.g., dribble and pass a ball to a moving receiver). | N | | | | | 3 | | |
| 5. Demonstrate beginning skills of two or more specific movement forms (e.g., a beginner level gymnastics routine or a simple folk dance). | N | | | | | 2 | | |
| 6. Combine movement skills in applied settings (e.g., run, jump, and land for distance). | N | | | | | 5 | | |
| 7. Apply critical elements to improve personal performance (e.g., transfer weight from feet to hands at an increased speed, thus changing a mule kick into a handstand). | P-demonstrate elements of stability and force to improve | P-demonstrate correct technique for a variety of manipulative | N | G1, G2a | N (3-5) | 3 | 2 | |
| 8. Recognize and apply concepts that have an impact on the quality of movement (e.g., appropriate practice improves performance). | P-describe the importance of practice | P-practice is important | N | G4 | N (3-5) | 1, 3 | 2 | |
| 9. Identify and demonstrate appropriate safety practices and rules for activities. | P-demonstrate safe behaviors, describe rules | P-2 indicators now | N | 12, 13 | N (3-5) | 1, 3 | 2 | |
| MIDDLE GRADES 5-8 | | | | | | | | |
| 1. Demonstrate the correct use of skills in simplified versions of a variety of physical activities (e.g., a 3-on-3 basketball game, a simple folk or square dance). | N | | | | | 2 | 2 | |

Crosswalk - Health-PE 1997-2007

| | | | | | | | | |
|--|--|---|---|-----|---------|-----|---|--|
| 2. Identify the critical elements of more advanced movement skills (e.g., describe elements of a sprinter's stance in track). | P-demonstrate correct technique for motor skills and manipulative skills during drills | P-demonstrate rather than identify | N | G2a | N (6-8) | 1 | 2 | |
| 3. Describe and apply principles of practice and conditioning that enhance performance (e.g., warm-up before and cool-down after an activity). | N | | | | | 2 | | |
| 4. Recognize general characteristics of movement that can be applied to specific settings (e.g., the "ready" position is similar for volleyball and softball or baseball). | N | | | | | 1 | | |
| 5. Use offensive and defensive strategies in simple games and in non-complex settings (e.g., strategies for a singles or doubles tennis match). | N | | | | | 2 | | |
| 6. Differentiate among the characteristics of highly skilled performances in different movement forms (e.g., explain the difference between a long distance run and a sprint). | P-highly skilled performances apply principles of stability and force | P-students change performance levels with higher skills | N | G1 | N (9-D) | 2 | 3 | |
| 7. Explain and apply more advanced knowledge of sport/activities (e.g., positional play in a game of basketball). | N | | | | | 2,3 | | |
| 8. Use feedback from others to improve a skill by focusing on critical elements of the skill. | P-explain how feedback affects skill improvement | P-explain rather than use feedback | N | G4 | Y | 3 | 3 | |
| 9. Create a safe environment for skill practice. | N | | | | | 5 | | |
| SECONDARY GRADES | | | | | | | | |
| 1. Demonstrate competency (basic skills, strategies, and rules) in more complex versions of different types of movement forms (e.g., team sports, individual and dual sport, outdoor pursuits, dance) . | P-skill competence will improve if use biomechanical principles of stability and force | P-rules competence will contribute to productive participation in I3a | N | G1 | Y | 2 | 3 | |
| 2. Demonstrate proficiency in a few movement forms (e.g., passing the requirements of the Red Cross intermediate swimmer level). | P-skill competence will improve if use biomechanical principles of stability and force | P-specialized movement skills | | G2 | Y | 2 | 2 | |
| 3. Use biomechanical concepts and principles (concepts and principles related to the mechanics of the body) to develop skills for specific activities. | P-skill competence will improve if use biomechanical principles of stability and force | P-specialized movement skills | N | G1 | Y | 3 | 3 | |
| 4. Apply biomechanical concepts and principles to analyze and improve their own performances and the performances of others (e.g., view a videotape of themselves performing a physical activity and analyze the performance). | P-skill competence will improve if use biomechanical principles of stability and force | P-specialized movement skills | N | G1 | Y | 3 | 3 | |
| 5. Evaluate risk and safety factors that may affect physical activity preferences. | Y | Y | N | 13b | N (6-8) | 6 | 2 | |

| | | | | | | | | |
|---|--|---|---|--------|---------|---|---|--|
| 6. Design appropriate practice sessions to improve performance. | Y | Y | N | G4 | Y | 5 | 5 | |
| 7. Analyze time, cost, and accessibility factors related to regular participation in physical activities. | N | | | | | 4 | | |
| C. PERSONAL AND SOCIAL INTERACTIONS: Students will demonstrate responsible personal and social behaviors in physical activity settings. Whether working alone, with another individual, or with a group, students engaged in physical activities are expected to demonstrate self respect and consideration of others as they seek to meet a challenge or solve a problem. | | | | | | | | |
| ELEMENTARY GRADES Pre-K-2 | | | | | | | | |
| 1. Identify the rules of a given activity. | Y | Y | N | I3 | Y | 1 | 1 | |
| 2. Demonstrate cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities. | Y | Y | Y | I3 | Y | 2 | 2 | |
| 3. Use equipment appropriately and responsibly. | Y | Y | N | I1 | N (3-4) | 2 | 2 | |
| 4. Describe rules and behaviors that contribute to productive participation in physical activity. | P-follow procedures for safe behavior - identify safety rules | P-2 indicators now | N | 12, 13 | Y | 2 | 1 | |
| ELEMENTARY GRADES 3-4 | | | | | | | | |
| 1. Demonstrate appropriate communication skills in a variety of physical activities and describe how these skills can enhance group/team cooperation and effort. | Y | Y | N | I1 | Y | 2 | 2 | |
| 2. Follow activity-specific rules, procedures, and etiquette. | Y | Y | N | I2 | Y | 2 | 2 | |
| 3. Demonstrate safety principles in physical activity settings. | Y | Y | N | I2 | Y | 2 | 2 | |
| 4. Participate cooperatively with partners to improve skill performance during practice. | Y | Y | N | I1 | Y | 2 | 2 | |
| 5. Assess their own performance problems without blaming others. | N | | | | | 6 | | |
| MIDDLE GRADES 5-8 | | | | | | | | |
| 1. Describe ways in which respect for individual similarities and differences among people is demonstrated in physical activity settings. | P-explain purposes for modifying rules for specific situations | P-situations could include respecting others skill levels | N | I3 | N (6-8) | 2 | 2 | |

Crosswalk - Health-PE 1997-2007

| | | | | | | | | |
|---|---|---|---|----------|---------|------|---|--|
| 2. Participate safely and cooperatively with others to achieve group goals in competitive and cooperative physical activities. | P-teamwork and responsibility | P-participate in physical activities while working together as a team; safety found in I2 under responsible behaviors | N | I1a, I2 | N (6-8) | 3 | 2 | |
| 3. Recognize the influence of peer pressure on individuals during physical activities. | P-students will respond appropriately rather than recognize | P-recognition of influences identified in teaching strategies | N | I1b | N (6-8) | 1 | 3 | |
| 4. Solve problems which occur in physical activities by analyzing causes and potential solutions. | P-to manage conflict is one way to solve problems | P-the creative approaches used for problem solving (ie spiderweb) would be cooperation | N | I1c, I1a | N (6-8) | 3, 4 | 2 | |
| 5. Identify behaviors that are supportive and inclusive in physical activity. | Y | Y | N | I2, I1d | N (6-8) | 1 | 2 | |
| 6. Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity. | P-responsible behaviors indicator | P-etiquette piece is found in 9-D | N | I2 | N (6-8) | 2 | 2 | |
| 7. Apply a decision-making process to the safety of themselves and others in activity settings. | N | | | | | 3 | | |
| SECONDARY GRADES | | | | | | | | |
| 1. Describe personal and group conduct necessary to participate cooperatively and ethically in both competitive and noncompetitive physical activities. | P-cooperative skills-demonstrated | P-demonstrating rather than describing | N | I1 | N (6-8) | 2 | 2 | |
| 2. Accommodate for the differences in skill and performance levels of participants by adapting activities to encourage individual success. | P-demonstrate cooperative and inclusive skills | N | N | I1d | N (6-8) | 3 | 2 | |
| 3. Initiate independent and responsible personal behavior in physical activity settings. | Y | Y | N | I2 | Y | 3 | 2 | |
| 4. Identify potentially dangerous consequences and outcomes of participation in physical activity. | N | | | | | 1 | | |

Crosswalk - Health-PE 1997-2007

| | | | | | | | | |
|---|----------------------------|--|---|---------------|---|---|---|--|
| 5. Identify opportunities to share and learn from others through physical activity. | P-accept and give feedback | P- opportunities to learn could include playing with differently able students | N | I1a, I1b, I1c | Y | 1 | 2 | |
| 6. Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity. | Y | Y | N | I3 | Y | 2 | 3 | |
| 7. Apply a decision-making process to their safety and that of others in activity settings. | N | | | | | 3 | | |
| | | | | | | | | |
| | | | | | | | | |
| Standards, PIs, Descriptors NOT found in 2007 document | | | | | | | | |
| | | | | | | | | |
| % increase or decrease # of Standards | | | | | | | | |
| 9 to 9 0% decrease | | | | | | | | |
| | | | | | | | | |
| % increase or decrease # of Performance Indicators | | | | | | | | |
| 183 to 112, 40% decrease | | | | | | | | |
| HE 103 to 69, 37% decrease | | | | | | | | |
| PE 80 to 43, 46% decrease | | | | | | | | |