

**School District No. 17  
NOTICE OF MEETING**

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, June 6, 2016** at 5606 South 147th Street, Omaha, Nebraska.

Agenda for such meeting, kept continuously current, is available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

Linda Poole  
Secretary

6-3-16

**THE DAILY RECORD  
OF OMAHA**

**LYNDA K. HENNINGSSEN, Publisher  
PROOF OF PUBLICATION**

**UNITED STATES OF AMERICA,**  
The State of Nebraska,  
District of Nebraska,  
County of Douglas,  
City of Omaha,

} ss.

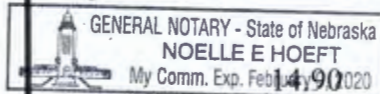
**J. BOYD**

being duly sworn, deposes and says that she is

**LEGAL EDITOR**

of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on \_\_\_\_\_  
June 3, 2016

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.



**Publisher's Fee** \$ \_\_\_\_\_  
**Additional Copies** \$ 14.90  
**Total** \$ \_\_\_\_\_

Subscribed in my presence and sworn to before  
me this 3rd day of  
June 2016

*Noelle E. Hoeft*  
Notary Public in and for Douglas County,  
State of Nebraska

**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on June 6, 2016, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

Dated this 6th day of June, 2016

\_\_\_\_\_  
*Mike Kennedy*  
Mike Kennedy – President

\_\_\_\_\_  
*Dave Anderson*  
Dave Anderson – Vice President

\_\_\_\_\_  
*Linda Poole*  
Linda Poole – Secretary

\_\_\_\_\_  
*Mike Pate*  
Mike Pate – Treasurer

\_\_\_\_\_  
*Pat Ricketts*  
Pat Ricketts

\_\_\_\_\_  
*Paul Meyer*  
Paul Meyer

**BOARD OF EDUCATION SIGN IN**

**June 6, 2016**

NAME:

REPRESENTING:

Cindy Scharff Hitchcock

Frank Schmitt

John Stanfill

Brent Schade Young Adult Program

Charlene & Lauren Hayes MWHC

Paul Schutte MGA



**BOARD OF EDUCATION  
MEETING**



**JUNE 6, 2016**

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
6:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147 STREET  
June 6, 2016

AGENDA

A. Call to Order

**The Public Meeting Act is posted on the wall and available for public inspection.**

B. Pledge of Allegiance

C. Roll Call

D. Public Comments on agenda items – This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.

E. Routine Matters

1. \*Approval of Board of Education Minutes, May 16, 2016
2. \*Approval of Bills
3. \*Receive the Treasurer's Report and Place on File

F. Information Items

1. Friends of Millard - Cabela's Recognition Award
2. Showcase: Spring Sports Track, Soccer, Omaha World Herald All-State Academic Team
3. Superintendent's Comments
4. Board Comments/Announcements

G. Unfinished Business

1. Second Reading and Approval of Policy 6265 – Curriculum, Instruction, and Assessment – Copyright Compliance
2. Second Reading and Approval of Policy 6275 – Curriculum, Instruction, and Assessment – Employee Created Materials

H. New Business

1. Approval of Rule 6275.2 – Curriculum, Instruction, and Assessment – Open Education Resources – Sharing Copyright Curriculum Materials
2. Approval of Rule 6675.1 – Curriculum, Instruction, and Assessment – Exempt Schools: Requests for Programs, Services or Materials
3. Approval of Rule 6675.2 – Curriculum, Instruction, and Assessment – Admittance and Participation by Exempt School Students
4. Approval of Rule 6680.1 – Curriculum, Instruction, and Assessment – Nonpublic Schools: Requests for Programs, Services
5. Approval of Rule 6680.2 – Curriculum, Instruction, and Assessment – Nonpublic School Students: Placement, Credits and Grades
6. Approval of PK-12 Counseling Framework: Part I
7. Approval of PK-12 Physical Education Framework: Part I
8. Approval of PK-12 Mathematics Framework: Part II Textbook/Instructional Materials Selection
9. Approval of EPAM Para-Professional Negotiated Agreement for 2016-2017
10. Approval of Administrator Recommended for Hire – Interim Principal at Hitchcock Elementary School – Cindy M. Scharff
11. Approval of Personnel Actions: Recommended for Hire, Resignations, Contract Amendment
12. Executive Session: Superintendent Evaluation

Board Meeting Agenda  
 June 6, 2016  
 Page 2

I. Reports

1. Enrollment Report

J. Future Agenda Items/Board Calendar

1. Committee of the Whole Meeting on Monday, June 13, 2016 at 6:00 p.m. at the Don Stroh Administration Center
2. Board of Education Meeting on Monday, July 11, 2016 at 6:00 p.m. at the Don Stroh Administration Center
3. Superintendent Lunch with New Staff on Monday, August 1, 2016 at 11:30 a.m. – 12:45 p.m. at Millard South High School Cafeteria
4. Board of Education Meeting on Monday, August 1, 2016 at 6:00 p.m. at the Don Stroh Administration Center
5. Committee of the Whole Meeting on Monday, August 8, 2016 at 6:00 p.m. at the Don Stroh Administration Center
6. First Day of School for Students on Wednesday, August 10, 2016
7. Board of Education Meeting on Monday, August 15, 2016 at 6:00 p.m. at the Don Stroh Administration Center
8. September 5, 2016 - Labor Day – No School for Teachers and Students – District Office Closed.
9. Board of Education Meeting on Tuesday, September 6, 2016 at 6:00 p.m. at the Don Stroh Administration Center
10. Committee of the Whole Meeting on Monday, September 12, 2016 at 6:00 p.m. at the Don Stroh Administration Center
11. Board of Education Meeting on Monday, September 19, 2016 at 6:00 p.m. at the Don Stroh Administration Center

- K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.

L. Adjournment:

All items indicated by an asterisk (\*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
6:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147 STREET  
June 6, 2016

ADMINISTRATIVE MEMORANDUM

A. Call to Order

**The Public Meeting Act is posted on the wall and available for public inspection**

B. Pledge of Allegiance

C. Roll Call

D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is completed and given to the Board President prior to the meeting.

\*E.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Board of Education Minutes, May 16, 2016 (See enclosure.)

\*E.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills. (See enclosure.)

\*E.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to receive the Treasurer's Report and Place on File (See enclosure.)

F.1 Friends of Millard – Cabela's Recognition Award

F.2. Showcase: Spring Sports: Track, Soccer, Omaha World Herald All-State Academic Team

F.3. Superintendent's Comments

F.4. Board Comments/Announcements

G.1. Second Reading by \_\_\_\_\_. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 6265 – Curriculum, Instruction, and Assessment – Copyright Compliance (See enclosure)

G.2. Second Reading by \_\_\_\_\_. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 6275 – Curriculum, Instruction, and Assessment – Employee Created Materials (See enclosure)

H.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 6275.2 – Curriculum, Instruction, and Assessment – Open Education Resources – Sharing Copyright Curriculum Materials (See enclosure)

H.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 6675.1 – Curriculum, Instruction, and Assessment – Exempt Schools: Requests for Programs, Services or Materials (See enclosure)

H.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 6675.2 – Curriculum, Instruction, and Assessment – Admittance and Participation by Exempt School Students (See enclosure)

H.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 6680.1 – Curriculum, Instruction, and Assessment – Nonpublic Schools: Requests for Programs, Services (See enclosure)

Board Meeting Agenda  
 June 6, 2016  
 Page 2

- H.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 6680.2 – Curriculum, Instruction, and Assessment – Nonpublic School Students: Placement, Credits and Grades (See enclosure)
- H.6. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the PK-12 Counseling Framework: Part I (See enclosure)
- H.7. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the PK-12 Physical Education Framework: Part I (See enclosure)
- H.8. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the PK-12 Mathematics Framework: Part II Textbook / Instructional Materials Selection (See enclosure)
- H.9. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Negotiated Agreement for Paraprofessionals with the Educational Paraprofessionals Association of Millard for the 2016-17 school year be approved. (See enclosure)
- H.10. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Administrator for Hire – Interim Principal at Hitchcock Elementary School – Cindy M. Scharff (See enclosure)
- H.11. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Actions: Recommendation to Hire, Resignations, Contract Amendment (See enclosure.)
- H.12. Executive Session: Superintendent Evaluation

I. Reports

1. Enrollment Report

J. Future Agenda Items/Board Calendar

1. Committee of the Whole Meeting on Monday, June 13, 2016 at 6:00 p.m. at the Don Stroh Administration Center
2. Board of Education Meeting on Monday, July 11, 2016 at 6:00 p.m. at the Don Stroh Administration Center
3. Superintendent Lunch with New Staff on Monday, August 1, 2016 at 11:30 a.m. – 12:45 p.m. at Millard South High School Cafeteria
4. Board of Education Meeting on Monday, August 1, 2016 at 6:00 p.m. at the Don Stroh Administration Center
5. Committee of the Whole Meeting on Monday, August 8, 2016 at 6:00 p.m. at the Don Stroh Administration Center
6. First Day of School for Students on Wednesday, August 10, 2016
7. Board of Education Meeting on Monday, August 15, 2016 at 6:00 p.m. at the Don Stroh Administration Center
8. September 5, 2016 - Labor Day – No School for Teachers and Students – District Office Closed.
9. Board of Education Meeting on Tuesday, September 6, 2016 at 6:00 p.m. at the Don Stroh Administration Center
10. Committee of the Whole Meeting on Monday, September 12, 2016 at 6:00 p.m. at the Don Stroh Administration Center
11. Board of Education Meeting on Monday, September 19, 2016 at 6:00 p.m. at the Don Stroh Administration Center

- K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.

L. Adjournment

All items indicated by an asterisk (\*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.



MILLARD PUBLIC SCHOOLS  
SCHOOL DISTRICT NO. 17

A meeting of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska was convened in open and public session at 6:00 p.m., Monday, May 16, 2016, at the Don Stroh Administration Center, 5606 South 147th Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, May 13, 2016; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

Roll call was taken. Mr. Pate, Mr. Ricketts, Mr. Kennedy, Mr. Anderson, Mrs. Poole and Mr. Meyer were present.

President, Mike Kennedy announced that the open meeting laws are posted and available for public inspection. Mr. Kennedy asked everyone to join in the Pledge of Allegiance.

Mr. Kennedy announced the proper time for public questions and comments on agenda items only. There were no requests to speak on agenda items.

Motion was made by Patrick Ricketts, seconded by Paul Meyer, to approve the Board of Education Minutes from May 2, 2016, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Ricketts, Mr. Kennedy, Mr. Anderson and Mrs. Poole. Voting against were: None. Motion carried.

Awards were presented to Employees of the Month, Samantha Parks, first grade teacher at Hitchcock Elementary and Laura DeGeorge, paraprofessional at Norris Elementary

Showcase highlighted PAYBAC Partners. Awards went to these businesses, Children's Respite Care Center, Millard Wellness Center, and Faith Westwood Church. Receiving the award for Outstanding PAYBAC Liaison in the district was Tina Tingwald from Millard North High School.

Mr. Kennedy recognized Scouts in the audience from Troop 282 and asked that they stand and introduce themselves.

**Superintendent's Comments to the Board:**

- Dr. Sutfin told the Board that Joe Kuehl will be contacting them soon to update the operating system on their laptops.

**Board Comments:**

Mike Pate: No comments.

Mr. Ricketts:

- Mr. Ricketts thanked those involved with the Employee Recognition Dinner and the Foundation Banquet and congratulated the students, employees and community members that received awards.
- In response to the letter from the U.S. Department of Education and Justice, Mr. Ricketts said they think they can take power away from the local communities when we believe we can put the policies and procedures in place that reflect the desire of our constituents. As a district, we believe that each individual has worth and all of our people are entitled to a safe, caring and respectable environment. We will continue to work to defend and protect Millard's education system.

Dave Anderson:

- Mr. Anderson thanked fellow Board members for getting the Superintendent evaluations back to him. He said he will hand out combined copies of the evaluations after the meeting tonight along with a draft of the Superintendent goals for the next school year. Mr. Anderson said the Board would have discussions in the near future to finalize evaluation and goals.
- Mr. Anderson said he is in agreement with Mr. Ricketts comments regarding Obama's directive. He said NSAA has a policy works well for the districts and he supports the policy as it is stated.

Linda Poole:

- Mrs. Poole thanked the Foundation for sponsorship of the Employee Recognition Dinner and the Foundation Hall of Fame Banquet, stating that both were great events. The end of the school year is an exciting time of year with honors being handed out to teachers receiving grants, students with special honors, community members being inducted into the Hall of Fame. She said we are losing a lot of great educators to retirement and thanked them for their years of service.
- Mrs. Poole said she also agrees with Mr. Ricketts' and Mr. Anderson's statements in regard to President Obama's statement. She supports the direction we have taken and would like to see us continue down that path.
- Mrs. Poole directed these comments to Dr. Kelberlau and Dr. Phipps: An email was sent to Mrs. Poole from NDE in regard to the next TAC meeting. The meeting is set for August 11, which is the first day of school for Mrs. Poole. She has been given permission from her Principal to attend this meeting. As soon as she receives an agenda, she will forward it to Dr. Kelberlau and Dr. Phipps for direction.

Paul Meyer:

- Mr. Meyer said last week was busy with the dinner and banquet. He also attended the Millard South honors program and participating in handing out awards. He handed out plaques to 15 students honoring them for achieving a 4.0 grade point average for all four years.
- Mr. Meyer also acknowledged Alicia Laufenberg, student representative who sits beside him each week at board meetings, for receiving the German Outstanding Student award, a gold cord, a gold medal and four scholarships.
- Mr. Meyer agreed with Board members Mr. Ricketts, Mr. Anderson and Mrs. Poole in regard to President Obama's statement.

Mike Kennedy:

- Mr. Kennedy said he enjoyed the honor of being the MC at the Employee Recognition dinner and handing out awards for number of years and longevity. It was a wonderful group of people and we are sad to see great educators and staff members go, but grateful for their years of service.
- A great group of students were honored at the Friday evening Hall of Fame banquet. It was amazing to see the scholarships being handed out. Millard has so many students who have done well and it is great to see that MPS has given them the tools it takes to succeed.
- Mr. Kennedy will not be in attendance at the June 6<sup>th</sup> and 13<sup>th</sup> Board meetings. Dave Anderson will be in charge of those meetings.
- Mr. Kennedy said in regard to the President's directive that came down, we have always engaged the community in making important decisions and we will continue to do so.

Mr. Pate added that he would like to thank our student representatives for giving important feedback, their time and dedication and especially for spending many Monday evenings with us.

**Student Representatives:**

Alicia Laufenberg, student representative from Millard South High School and Olivia Obeng, student representative from Millard North High School, reported on the academic and athletic happenings at their respective schools. Laura Ecklund, student representative from Millard West High School was absent from the meeting. Dr. Sutfin presented the Student Representatives with plaques for their participation in the Board of Education meetings through the 2015-2016 school year.

**New Business:**

Mike Pate gave the First Reading of Policy 6265 – Curriculum, Instruction, and Assessment – Copyright Compliance

Patrick Ricketts gave the First Reading of Policy 6275 – Curriculum, Instruction, and assessment – Employee Created Materials.

Motion by Dave Anderson, seconded by Linda Poole, to approve the Revised Response to Instruction and Intervention (RtI+I Model). *Mr. Pate asked how effective RtI+I is, if it is effective and do we see results? Dr. Feldhausen thinks the results are found in each individual student for whom we are providing opportunities to relearn or extend learning. The number of students who are provided services, continue to master their grade level work and continue to grow and reach that point in graduation where they are meeting our college and career readiness metrics. Dr. Feldhausen said that RtI+I has made us more pro-active with regard to student needs. The purpose of this model is to measure student growth and help students by identifying where the deficiencies are and then address those deficiencies. He stated that we have seen much progress and feels we will continue to do so.* Voting in favor of said motion was: Mr. Ricketts, Mr. Kennedy, Mr. Anderson, Mrs. Poole, Mr. Meyer, and Mr. Pate. Voting against was: None. Motion carried.

Motion by Patrick Ricketts, seconded by Dave Anderson, to approve the 2016 Millard Public Schools High School Graduates. Voting in favor of said motion was: Mr. Anderson, Mrs. Poole, Mr. Meyer, Mr. Pate, Mr. Ricketts, and Mr. Kennedy. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Linda Poole, that the contract for the Montclair Electrical Service project be awarded to Omaha Electric Service Inc. in the amount of \$87,410 and that the Associate Superintendent for General Administration be authorized to execute any and all documents related to such project. Andy Lang from Morrissey engineering was available to address questions from the Board. Voting in favor of said motion was: Mr. Pate, Mr. Ricketts, Mr. Kennedy, Mr. Anderson, Mrs. Poole, and Mr. Meyer. Voting against was: None. Motion carried.

Motion by Linda Poole, seconded by Paul Meyer, to approve Mark Hawkins as Assistant Principal at Millard West High School. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Ricketts, Mr. Kennedy, Mr. Anderson and Mrs. Poole. Voting against were: None. Motion carried. *Mr. Hawkins was in attendance and was asked to please stand and introduce his family.*

Motion by Linda Poole, seconded by Dave Anderson, that the contracts for Kara Hutton, Barbara Waller and Jean Ubbelohde be amended to a 261-day contract. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Ricketts, Mr. Kennedy, Mr. Anderson and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Patrick Ricketts, seconded by Dave Anderson, to approve Personnel Actions: **Recommendation to Hire:** Kylee J. Horton, Rachel A. Harding, Christine L. Bukowski, Nichole C. Patterson, Jeffrey S. Machal, Susan E. Nelson-Knox, Melanie J. Mitera, Amy N. Schommer, Kelli M. McWilliams, Andrea D. Marousek, Jennifer M. Bertsch, Carie B. Walles, Kelli R. Hasenjager, Cheri A. Shoup, Aubria A. Manzo, Sarah L. Mahrt; **Resignations:** Traci J. Blausler,

Danyle L. Tomlinson, Vicky L. Peterson; **Leave of Absence:** Amy Sample; **Contract Amendment:** Karen S. Hoogner. Voting in favor of said motion was: Mr. Ricketts, Mr. Kennedy, Mr. Anderson, Mrs. Poole, Mr. Meyer, and Mr. Pate-. Voting against was: None. Motion carried.

**Reports:**

Senior Status Report:

Dr. Kelberlau said that this report concerns those students that have not yet met the assessment portion of the graduation requirement. He said he had an update since this matrix was placed in the board packet. Of the five students listed in this report, four of them have met the graduation requirements and only one is working on this process yet. Mr. Kelberlau said this report was very comparable to last year's report.

Construction Report - Sampson:

Dave Cavlovic reported that Sampson's portion of the bond that is being managed currently is about 75% to 80% complete in terms of dollars and projects.

The MNHS project is coming up on completion of Phase III on July 17. During the first semester of the 2016-2017 school year, work will take place in the area that currently houses the administrative offices. This is called Phase IV and is due to be completed by December 1.

Neihardt Elementary is currently under construction, but only in the evenings. Once school is dismissed for the summer, this area will be completely opened up for work.

MWHS is currently being prepped for work that will take place as soon as school is out.


Mr. Kennedy reminded the Board of future agenda items and said this is the proper time for public questions and comments on non-agenda items. There were no request to speak.

The meeting was adjourned at 7:12 p.m.

**Future Agenda Items/Board Calendar:**

1. High School Graduation on Saturday, May 28, 2016 at UNO Baxter Arena.  
MSHS at 10:00 a.m., MWHS at 1:00 p.m., MNHS at 4:00 p.m.
2. Board of Education Meeting on Monday, June 6, 2016 at 6:00 p.m. at the Don Stroh Administration Center
3. Committee of the Whole Meeting on Monday, June 13, 2016 at 6:00 p.m. at the Don Stroh Administration Center
4. Board of Education Meeting on Monday, July 11, 2016 at 6:00 p.m. at the Don Stroh Administration Center
5. Board of Education Meeting on Monday, August 1, 2016 at 6:00 p.m. at the Don Stroh Administration Center
6. Committee of the Whole Meeting on Monday, August 8, 2016 at 6:00 p.m. at the Don Stroh Administration Center
7. First Day of School for Students on Wednesday, August 10, 2016.
8. Board of Education Meeting on Monday, August 15, 2016 at 6:00 p.m. at the Don Stroh Administration Center

The meeting was adjourned.

  
Secretary, Linda Poole

# **Millard Public Schools**

**June 6, 2016**

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432506	05/12/2016	139027	ANTHONY W GUTIERREZ	\$75.00
	432509	05/12/2016	135592	JENNIFER J MYERS	\$270.71
	432510	05/12/2016	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$100.00
	432511	05/12/2016	107732	BRIAN L NELSON	\$292.50
	432512	05/12/2016	070245	OHARCO DISTRIBUTORS	\$78.72
	432513	05/12/2016	132443	OZANAM/BIST	\$400.00
	432514	05/12/2016	082905	KIMBERLY A SECORA	\$361.00
	432515	05/12/2016	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$11,403.26
	432517	05/19/2016	141313	ACTIVATE THE SPACE LLC	\$8,475.00
	432519	05/19/2016	134145	COMPCHOICE INC	\$90.00
	432520	05/19/2016	132720	CONTROLTEMP INC	\$860.30
	432521	05/19/2016	108436	COX COMMUNICATIONS INC	\$8,216.74
	432522	05/19/2016	108436	COX COMMUNICATIONS INC	\$27,832.74
	432523	05/19/2016	102451	INTERNATIONAL BACCALAUREATE	\$1,124.35
	432525	05/19/2016	063150	MSC INDUSTRIAL SUPPLY CO	\$64.02
	432526	05/19/2016	139194	MUTUAL FIRST FEDERAL CREDIT UNION	\$800.00
	432529	05/19/2016	133509	RANDY HARTGE	\$1,580.70
	432549	05/26/2016	011651	AMERICAN EXPRESS	\$962.45
	432550	05/26/2016	131091	JULI A BURNEY	\$1,500.00
	432552	05/26/2016	132668	MIKE KENNEDY	\$895.46
	432553	05/26/2016	107732	BRIAN L NELSON	\$180.00
	432554	05/26/2016	139603	SKILLS USA NEBRASKA	\$110.00
	432555	05/26/2016	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$0.00
	432556	05/26/2016	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$2,400.00
	432559	06/06/2016	140821	MARGARET E SCHWARTZ	\$4,028.00
	432561	06/06/2016	141122	A UNITED AUTOMATIC DOOR & GLASS INC	\$160.50
	432562	06/06/2016	131632	AC AWARDS INC	\$456.48
	432563	06/06/2016	131806	ACADEMIC SUPERSTORE	\$0.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432564	06/06/2016	010298	ACCUCUT LLC	\$195.00
	432566	06/06/2016	134722	JODI L ACKLEY	\$100.00
	432567	06/06/2016	099601	ADA BADMINTON & TENNIS	\$367.00
	432569	06/06/2016	108245	GENE ADAMS	\$55.42
	432570	06/06/2016	133402	KAREN S ADAMS	\$42.17
	432571	06/06/2016	138220	ADVANCE EDUCATION INC	\$2,475.00
	432573	06/06/2016	139612	JUDY M AHRENS	\$7.50
	432574	06/06/2016	010808	AIR-SIDE COMPONENTS, INC.	\$450.00
	432575	06/06/2016	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$3,435.00
	432576	06/06/2016	136365	ALEGENT CREIGHTON HEALTH SPORTS MED	\$17,250.00
	432578	06/06/2016	139802	JENNIFER L ALLEN	\$361.96
	432579	06/06/2016	140391	ALLY FINANCIAL INC	\$394.00
	432580	06/06/2016	139565	SARA E ALSWAGER	\$75.34
	432582	06/06/2016	107651	AMAZON.COM INC	\$542.54
	432584	06/06/2016	102430	AMI GROUP INC	\$1,120.00
	432585	06/06/2016	012590	HOLLAND USA INC	\$352.17
	432589	06/06/2016	139224	SCANDIUM INC	\$1,316.99
	432590	06/06/2016	138550	APPERSON	\$218.19
	432591	06/06/2016	012989	APPLE COMPUTER INC	\$1,624.95
	432592	06/06/2016	135051	MOKRYCKI ENTERPRISES INC	\$86.35
	432593	06/06/2016	106436	AQUA-CHEM INC	\$3,150.83
	432594	06/06/2016	134235	SARAH A ASCHENBRENNER	\$56.10
	432597	06/06/2016	138291	AUTISM CENTER OF NEBRASKA INC	\$4,222.35
	432599	06/06/2016	102727	B & H PHOTO	\$1,546.39
	432600	06/06/2016	139874	THE BACH COMPANY	\$387.98
	432601	06/06/2016	135852	COLLEEN D BALLARD	\$168.23
	432602	06/06/2016	141371	EMILY C BARLA	\$35.07
	432603	06/06/2016	099646	BARNES AND NOBLE BOOKSTORE	\$316.44

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432604	06/06/2016	017877	CYNTHIA L BARR-MCNAIR	\$188.19
	432606	06/06/2016	133359	TERA BASS	\$80.00
	432607	06/06/2016	099749	BAUDVILLE INC	\$171.25
	432608	06/06/2016	138054	BAXTER FORD INC	\$2,123.49
	432609	06/06/2016	131634	MARGUERITE M BAY	\$200.23
	432611	06/06/2016	134873	JOHN M BECKER	\$92.29
	432612	06/06/2016	139783	LYNNE H BECKER	\$3,984.01
	432613	06/06/2016	107540	BRIAN F BEGLEY	\$73.98
	432614	06/06/2016	139889	DARLA G BELL	\$139.32
	432616	06/06/2016	018705	BERNINA OMAHA LLC	\$163.63
	432618	06/06/2016	134945	NOLAN J BEYER	\$428.02
	432619	06/06/2016	139731	BRIANNA J BICKLEY	\$13.68
	432620	06/06/2016	139184	VAN DEURSEN ENTERPRISES INC	\$910.50
	432621	06/06/2016	138712	RYANDEAN M BIRGE	\$32.62
	432625	06/06/2016	019111	BISHOP BUSINESS EQUIPMENT	\$10,579.44
	432626	06/06/2016	140887	BJ'S FLEET WASH LLC	\$488.00
	432627	06/06/2016	138410	BLACKBOARD INC	\$4,241.10
	432628	06/06/2016	136105	BLAND & ASSOCIATES PC	\$487.50
	432629	06/06/2016	099220	DICK BLICK CO	\$3,259.83
	432630	06/06/2016	015800	BMI EDUCATIONAL SERVICES	\$137.04
	432631	06/06/2016	134478	TIFFANY M BOCK SMITH	\$54.00
	432632	06/06/2016	139344	DOUGLAS J BOGATZ	\$127.33
	432633	06/06/2016	130899	KIMBERLY M BOLAN	\$218.16
	432634	06/06/2016	019559	BOUND TO STAY BOUND BOOKS INC	\$12,369.09
	432636	06/06/2016	134129	BRAINPOP LLC	\$2,295.00
	432640	06/06/2016	139890	DOUGLAS J BREITER	\$96.01
	432641	06/06/2016	130576	PAMELA A BRENNAN	\$126.36
	432642	06/06/2016	137843	BRETFORD MANUFACTURING INC	\$381.49



## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432643	06/06/2016	130290	LINDA BREWER	\$77.22
	432645	06/06/2016	133824	NANCY A BROWN	\$29.38
	432651	06/06/2016	137274	EILEEN CABRERA	\$37.85
	432652	06/06/2016	140156	CAMBIUM DATA INC	\$4,400.00
	432653	06/06/2016	134350	CAMBIUM LEARNING INC	\$4,726.65
	432655	06/06/2016	138032	DENISE L CANIGLIA	\$100.91
	432656	06/06/2016	106806	ELIZABETH J CAREY	\$28.04
	432657	06/06/2016	023925	CARLEX INC	\$89.75
	432658	06/06/2016	023968	JAY B CARLSON	\$15.33
	432659	06/06/2016	140320	SEAN M CARLSON	\$23.65
	432660	06/06/2016	135712	TARA L JURENA CARMICHAEL	\$227.12
	432661	06/06/2016	131158	CURTIS R CASE	\$118.92
	432663	06/06/2016	133970	CCS PRESENTATION SYSTEMS	\$1,189.45
	432664	06/06/2016	133589	CDW GOVERNMENT, INC.	\$1,465.89
	432666	06/06/2016	024260	CENTER TROPHY COMPANY	\$3,277.00
	432667	06/06/2016	065420	CENTRAL MIDDLE SCHOOL	\$1,252.50
	432668	06/06/2016	138206	CEREBELLUM CORPORATION	\$106.90
	432669	06/06/2016	135648	SUSAN M CHADWICK	\$69.66
	432670	06/06/2016	132271	ERIK P CHAUSSEE	\$27.00
	432671	06/06/2016	024654	JONNA L CHILDERS-HANSEN	\$137.22
	432672	06/06/2016	106851	CHILDREN'S HOME HEALTHCARE	\$17,357.50
	432674	06/06/2016	141388	VIDA CHIRI	\$150.00
	432675	06/06/2016	140867	BRITTANY A CINFEL	\$57.24
	432677	06/06/2016	099222	SCHOOL SPECIALTY INC	\$376.98
	432678	06/06/2016	025235	DALE CLAUSEN	\$157.68
	432679	06/06/2016	131135	PATRICIA A CLIFTON	\$40.99
	432681	06/06/2016	137013	NANCY S COLE	\$147.85
	432682	06/06/2016	107482	COLLEGE BOARD/NYO	\$1,095.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432683	06/06/2016	132126	KIP S COLONY	\$634.08
	432684	06/06/2016	047802	MID-PLAINS HOSPITALITY GROUP INC	\$201.90
	432685	06/06/2016	106902	COMMUNICATION SERVICES INC.	\$1,300.00
	432686	06/06/2016	025690	COMPUTER INFORMATION CONCEPTS	\$208,044.00
	432687	06/06/2016	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$135.50
	432689	06/06/2016	139891	MARY T CONNELL	\$29.59
	432690	06/06/2016	026057	CONTROL MASTERS INC	\$22,538.75
	432691	06/06/2016	133600	CONVENTION MANAGEMENT RESOURCES INC	\$1,409.00
	432692	06/06/2016	136518	JANET L COOK	\$131.88
	432693	06/06/2016	108436	COX COMMUNICATIONS INC	\$41.16
	432694	06/06/2016	017611	ANGELA R CRAFT	\$28.08
	432695	06/06/2016	139034	CRAIG RESOURCES INC	\$6,366.36
	432696	06/06/2016	141021	CROSS & JOFTUS LLC	\$6,250.00
	432697	06/06/2016	133943	SARAH A CROTZER	\$26.75
	432698	06/06/2016	133651	WILLIAM P CUNNINGHAM	\$50.22
	432699	06/06/2016	027345	CURRICULUM ASSOCIATES INC	\$3,278.00
	432702	06/06/2016	131483	JANET L DAHLGAARD	\$37.64
	432703	06/06/2016	132671	JEAN T DAIGLE	\$93.15
	432704	06/06/2016	131003	DAILY RECORD	\$43.50
	432705	06/06/2016	134983	DAKTRONICS INC	\$665.00
	432706	06/06/2016	138306	STACY L DARNOLD	\$90.83
	432708	06/06/2016	136506	TAMARA L DAVIS	\$52.76
	432710	06/06/2016	106713	ANDREW S DEFREECE	\$100.30
	432711	06/06/2016	140880	JENNIFER L DELANEY	\$18.68
	432712	06/06/2016	099249	DELTA EDUCATION LLC	\$45.95
	432713	06/06/2016	032800	DEMCO INC	\$994.28
	432715	06/06/2016	032872	DENNIS SUPPLY COMPANY	\$1,547.01
	432716	06/06/2016	136316	EVA M DENTON	\$27.11

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432717	06/06/2016	139980	JILLIAN R DEPUE	\$45.10
	432718	06/06/2016	137331	BASTIAN DERICHS	\$92.93
	432719	06/06/2016	140868	JULIE E DESROSIERS	\$48.71
	432722	06/06/2016	033473	DIETZE MUSIC HOUSE INC	\$247.51
	432723	06/06/2016	132669	DIGITAL DOT SYSTEMS INC	\$1,230.99
	432724	06/06/2016	136179	DIGITAL EXPRESS INC	\$428.49
	432726	06/06/2016	139349	TERRIN D DORATHY	\$31.97
	432730	06/06/2016	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$336,134.24
	432731	06/06/2016	138848	ERIN S DOWNS	\$126.63
	432732	06/06/2016	099556	DRAMATISTS PLAY SERVICE INC	\$195.00
	432733	06/06/2016	135689	SUSAN M DULANY	\$246.13
	432734	06/06/2016	073231	DXP ENTERPRISES INC	\$10.91
	432735	06/06/2016	131740	EAGLE SOFTWARE INC,	\$5,109.55
	432736	06/06/2016	102791	ERIC ARMIN INC	\$177.86
	432737	06/06/2016	138426	KELLY D EALY	\$69.93
	432739	06/06/2016	136716	EARTHWORK EXCAVATING INC	\$0.00
	432740	06/06/2016	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$51,744.00
	432741	06/06/2016	138878	LACEY M EDDY	\$48.49
	432744	06/06/2016	037525	EDUCATIONAL SERVICE UNIT #3	\$72,600.68
	432746	06/06/2016	107980	EHLY'S INTERIORS	\$85.00
	432747	06/06/2016	133823	REBECCA S EHRHORN	\$525.74
	432748	06/06/2016	038140	ELECTRONIC SOUND INC.	\$1,273.28
	432749	06/06/2016	102286	ELECTRONIX EXPRESS	\$58.00
	432750	06/06/2016	136383	JUDY A ELLEDGE	\$23.98
	432752	06/06/2016	136938	LA VISTA ES CATERING CO INC	\$10,202.72
	432753	06/06/2016	035579	EMC PUBLISHING LLC	\$115,998.15
	432754	06/06/2016	138390	SCHOOL SPECIALTY INC	\$224.07
	432755	06/06/2016	135656	NEBRASKA ESU COOP PURCHASING	\$2,540.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432756	06/06/2016	134861	TARA R FABIAN	\$458.15
	432757	06/06/2016	141162	MANDY L FARWELL	\$265.36
	432758	06/06/2016	134814	CADCO INC	\$283.05
	432759	06/06/2016	131927	RLB ENTERPRISE LLC	\$283.00
	432760	06/06/2016	132699	FATHER FLANAGANS BOYS HOME	\$27,825.00
	432761	06/06/2016	132699	FATHER FLANAGANS BOYS HOME	\$122.00
	432762	06/06/2016	040450	FEDERAL EXPRESS	\$314.65
	432763	06/06/2016	040470	MARK W FELDHAUSEN	\$72.36
	432764	06/06/2016	137016	ANGELA L FERGUSON	\$89.59
	432765	06/06/2016	106956	FERRELLGAS	\$32.00
	432766	06/06/2016	132845	JODI L FIDONE	\$81.00
	432767	06/06/2016	138070	FIELD PAPER CO	\$36,064.00
	432768	06/06/2016	135115	TAMELA J FIERSTEIN	\$31.37
	432769	06/06/2016	133919	FILTER SHOP INC	\$1,904.24
	432770	06/06/2016	132001	BETH L FINK	\$215.00
	432771	06/06/2016	040902	FIRST NATIONAL BANK TRUST DEPT	\$700.00
	432772	06/06/2016	058755	LAIDLAW TRANSIT INC	\$135.00
	432773	06/06/2016	130731	FIRST WIRELESS INC	\$1,540.45
	432777	06/06/2016	041086	FLINN SCIENTIFIC INC	\$374.45
	432778	06/06/2016	131555	FLOORS INC	\$2,439.00
	432780	06/06/2016	041100	FOLLETT SCHOOL SOLUTIONS INC	\$18,381.47
	432781	06/06/2016	132165	FOREST SCIENTIFIC CORPORATION	\$2,638.00
	432782	06/06/2016	041146	KENNETH J FOSSEN	\$90.02
	432783	06/06/2016	141378	MITCHELL FRICKE	\$100.00
	432784	06/06/2016	134223	TERESA J FRIDRICH	\$61.43
	432785	06/06/2016	140791	FRONTLINE PRIVATE SECURITY LLC	\$470.00
	432786	06/06/2016	141390	FRONTLINE TECHNOLOGIES GROUP LLC	\$1,290.00
	432787	06/06/2016	141364	NEBRASKA GAMES & PARKS COMMISSION	\$53.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432788	06/06/2016	141358	FUN EXPRESS LLC	\$52.25
	432789	06/06/2016	140869	MAGDALENE K FUNKHOUSER	\$149.84
	432790	06/06/2016	131710	PATRICK T GEARY	\$200.00
	432791	06/06/2016	137543	MEGAN E GEERTS	\$75.02
	432792	06/06/2016	140325	JEFFREY T GEHRKE	\$48.97
	432793	06/06/2016	043606	GENERAL ELECTRIC COMPANY	\$0.00
	432794	06/06/2016	130343	DAVID L. GERARD	\$281.75
	432795	06/06/2016	139894	TRICIA L GILLET	\$86.04
	432796	06/06/2016	133376	LINDA J GJERE	\$293.75
	432798	06/06/2016	044891	GOPHER	\$1,127.63
	432799	06/06/2016	132152	GOVCONNECTION INC	\$1,913.71
	432800	06/06/2016	109815	JENNIFER L GOWIN-HUSSEY	\$132.85
	432801	06/06/2016	044950	GRAINGER INDUSTRIAL SUPPLY	\$1,385.77
	432802	06/06/2016	140210	CARI H GREEN	\$178.78
	432803	06/06/2016	133885	GREENLIFE GARDENS INC	\$1,010.00
	432806	06/06/2016	141215	SONJA D GRIESEL	\$43.63
	432807	06/06/2016	135199	LISA A GUSTIN	\$75.92
	432808	06/06/2016	020255	DESIGN CONCEPTS INC	\$315.00
	432812	06/06/2016	047853	HAPPY CAB COMPANY INC	\$41,404.64
	432813	06/06/2016	135821	LESLEY A HARRISON-ROLAND	\$120.00
	432815	06/06/2016	130609	HAYDEN-MCNEILL SPECIALTY	\$2,322.01
	432816	06/06/2016	140889	DEANNA L HAYES	\$86.96
	432817	06/06/2016	132489	CHARLES E HAYES III	\$113.51
	432818	06/06/2016	139347	CHERYL L HEADLEY	\$119.34
	432819	06/06/2016	048475	HEARTLAND FOUNDATION	\$25,308.00
	432820	06/06/2016	048517	GREENWOOD PUBLISHING GROUP INC	\$723.80
	432821	06/06/2016	102842	HELGET GAS PRODUCTS INC	\$98.84
	432822	06/06/2016	108478	DAVID C HEMPHILL	\$24.95

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432823	06/06/2016	135806	NICOLE J HENDERSON	\$32.22
	432824	06/06/2016	140576	DOMINIC HERNANDEZ	\$0.00
	432827	06/06/2016	048845	CAMILLE H HINZ	\$85.16
	432828	06/06/2016	138782	JACOB W HIRZ	\$123.12
	432829	06/06/2016	048940	HOBBY LOBBY STORES INC	\$98.99
	432831	06/06/2016	135658	SHAUN E HOOVER	\$23.54
	432833	06/06/2016	137943	STACY M HORSHAM	\$40.00
	432835	06/06/2016	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$1,518.37
	432836	06/06/2016	109836	AMY L HOULTON	\$67.50
	432837	06/06/2016	132531	TERRY P HOULTON	\$1,428.96
	432838	06/06/2016	101533	DIANE F HOWARD	\$25.81
	432839	06/06/2016	132423	HP INC	\$20.25
	432840	06/06/2016	139473	KATHLEEN A HRABAN	\$85.64
	432841	06/06/2016	137426	HUGHES MULCH PRODUCTS LLC	\$2,240.00
	432842	06/06/2016	049700	HUGHES TREE SERVICE	\$700.00
	432843	06/06/2016	134807	MONICA A HUTFLES	\$6.33
	432844	06/06/2016	133397	HY-VEE INC	\$1,387.35
	432845	06/06/2016	133397	HY-VEE INC	\$1,076.22
	432846	06/06/2016	132878	HY-VEE INC	\$818.71
	432847	06/06/2016	049851	HY-VEE INC	\$1,894.93
	432848	06/06/2016	049850	HY-VEE INC	\$220.24
	432849	06/06/2016	051573	POPCO INC	\$57.50
	432850	06/06/2016	141201	TYLER D LEIGHTY	\$100.00
	432851	06/06/2016	134822	CHRISTINE L INGRAM	\$12.74
	432852	06/06/2016	139348	DANIEL D INNES	\$36.99
	432853	06/06/2016	138126	INSTRUMENTALIST AWARDS LLC	\$238.00
	432854	06/06/2016	103110	INTERSTATE MUSIC SUPPLY	\$328.94
	432855	06/06/2016	100928	J W PEPPER & SON INC.	\$1,131.63

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432856	06/06/2016	139763	CALVIN L JACOBS	\$16.74
	432858	06/06/2016	054230	JANELLE PUBLICATIONS INC	\$99.00
	432859	06/06/2016	131157	CHRISTINE A JANOVEC-POEHLMAN	\$110.05
	432860	06/06/2016	136953	JSDO 1 LLC	\$840.13
	432861	06/06/2016	135735	GEORGE W JELKIN	\$32.17
	432862	06/06/2016	133037	JENSEN TIRE COMPANY	\$1,581.75
	432863	06/06/2016	132340	JENNIFER M JEROME	\$1,352.76
	432864	06/06/2016	107039	SHARON KIM H JOHANSEN	\$21.60
	432865	06/06/2016	130994	JOHNSON CONTROLS INC	\$7,414.12
	432866	06/06/2016	054500	JOHNSON HARDWARE CO LLC	\$362.30
	432867	06/06/2016	054492	JIM L JOHNSON	\$210.00
	432868	06/06/2016	135373	LINDA K JOHNSON	\$25.00
	432869	06/06/2016	139350	BRANDON K JOHNSTON	\$43.31
	432871	06/06/2016	136565	PATRICIA A JUAREZ	\$16.20
	432873	06/06/2016	136426	AMY S KAUP	\$61.56
	432874	06/06/2016	140891	MARCIA L KAUTSCH	\$42.39
	432877	06/06/2016	132265	CATHERINE A KEISER	\$53.51
	432878	06/06/2016	141372	RICHARD KEISER	\$450.00
	432879	06/06/2016	132272	SUSAN L KELLEY	\$11.23
	432880	06/06/2016	056276	KELVIN LP	\$691.39
	432881	06/06/2016	134801	JULIE B KEMP	\$16.85
	432882	06/06/2016	131177	ANDREA L KIDD	\$12.69
	432883	06/06/2016	134284	KIEWIT MIDDLE SCHOOL	\$2,274.00
	432884	06/06/2016	140091	KENT J KINGSTON	\$35.61
	432885	06/06/2016	139753	CHERIS A KITE	\$136.75
	432886	06/06/2016	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	\$100.00
	432887	06/06/2016	138846	ELIZABETH A KOCIS	\$20.41
	432888	06/06/2016	140322	MARY J KOK-DEVRIES	\$137.16

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432889	06/06/2016	138261	REBECCA J KORINEK	\$58.14
	432890	06/06/2016	131826	ALICIA C KOTLARZ	\$20.20
	432892	06/06/2016	141360	MICHAEL R KRACL	\$241.38
	432893	06/06/2016	136285	MICHELLE L KRAFT	\$200.12
	432896	06/06/2016	141379	EMILY A KREJCI	\$31.00
	432897	06/06/2016	135103	RON KROENKE	\$140.00
	432900	06/06/2016	137385	JOSEPH R KUEHL	\$108.11
	432901	06/06/2016	141361	ALISSA B KUHL	\$41.35
	432902	06/06/2016	137010	CHRISTINA A LAGRONE	\$63.72
	432903	06/06/2016	099217	LAKESHORE LEARNING MATERIALS	\$1,123.16
	432905	06/06/2016	135257	LANGUAGE LINE SERVICES INC	\$327.18
	432907	06/06/2016	140301	CHERYL M LARKIN	\$51.84
	432908	06/06/2016	102491	LARUE DISTRIBUTING INC	\$70.05
	432909	06/06/2016	135156	LAWSON PRODUCTS INC	\$2,059.93
	432910	06/06/2016	130792	LEARNING RESOURCES	\$418.82
	432911	06/06/2016	059100	LEARNING SEED LLC	\$109.00
	432912	06/06/2016	137618	WLC LLC	\$10,166.10
	432913	06/06/2016	139896	MICHELLE M LEENERTS	\$106.27
	432914	06/06/2016	137345	BONNIE K LEVINGER	\$48.60
	432915	06/06/2016	141323	TIMOTHY J LEWIS	\$4,009.98
	432916	06/06/2016	137296	LIBERTY HARDWOODS INC	\$190.66
	432917	06/06/2016	059470	LIEN TERMITE & PEST CONTROL INC	\$562.00
	432918	06/06/2016	137408	TASSANDRA F LITTLE	\$18.92
	432919	06/06/2016	139619	JINPING LIU	\$210.00
	432920	06/06/2016	136315	COURTNEY A LOHRENZ	\$25.97
	432921	06/06/2016	059866	STACY L LONGACRE	\$139.68
	432922	06/06/2016	139414	CHRISTOPHER M LOOFE	\$4,114.84
	432923	06/06/2016	060023	NEBRASKA SPORTS INDUSTRIES INC.	\$154.00



## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432924	06/06/2016	060111	LOVELESS MACHINE & GRINDING SVC INC	\$176.40
	432926	06/06/2016	131397	LOWE'S HOME CENTERS INC	\$147.72
	432927	06/06/2016	135376	CASEY I LUNDGREN	\$64.26
	432929	06/06/2016	139475	LUNKER PRODUCTIONS LLC	\$93.24
	432930	06/06/2016	137503	KRISTIN L LUTES	\$42.92
	432931	06/06/2016	099321	MACKIN BOOK CO	\$773.78
	432932	06/06/2016	134342	MICHELLE L MADSEN	\$141.11
	432934	06/06/2016	139232	HARWOOD PIZZA INC	\$67.45
	432935	06/06/2016	138057	CONSTANTINO ENTERPRISES	\$204.00
	432937	06/06/2016	133505	SUSAN N MARLATT	\$74.42
	432938	06/06/2016	133201	DAWN M MARTEN	\$174.15
	432939	06/06/2016	059560	MATHESON TRI-GAS INC	\$2,847.84
	432940	06/06/2016	108052	MAX I WALKER	\$377.48
	432941	06/06/2016	138341	MAXIM HEALTHCARE SERVICES INC	\$19,006.35
	432943	06/06/2016	139237	MICHAEL C MCCAULEY	\$7,317.50
	432944	06/06/2016	136618	DANIEL R MCCONNELL	\$140.51
	432946	06/06/2016	140110	MCGRAW-HILL EDUCATION INC	\$144.26
	432947	06/06/2016	137014	RYE L MCINTOSH	\$135.75
	432948	06/06/2016	140034	AMY B MCIVER	\$122.34
	432949	06/06/2016	064260	MECHANICAL SALES INC.	\$3,837.00
	432950	06/06/2016	137947	MECHANICAL SALES PARTS INC	\$494.95
	432951	06/06/2016	121126	PATRICIA A MEEKER	\$21.92
	432952	06/06/2016	141003	BARBARA T MERTZ	\$22.66
	432953	06/06/2016	064600	METAL DOORS & HARDWARE COMPANY INC	\$2,046.00
	432955	06/06/2016	133403	AMERICAN NATIONAL BANK	\$13,181.48
	432956	06/06/2016	139710	PAUL MEYER	\$25.69
	432957	06/06/2016	139339	DOUGLAS M MEYO	\$313.00
	432958	06/06/2016	102493	MICHAEL TODD & CO. INC.	\$1,330.75

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432959	06/06/2016	102870	MIDLAND COMPUTER INC	\$823.24
	432960	06/06/2016	101068	MIDWEST BOX COMPANY	\$1,539.00
	432961	06/06/2016	064950	MIDWEST METAL WORKS INC	\$95.00
	432962	06/06/2016	065233	MIDWEST TURF & IRRIGATION INC	\$2,567.24
	432963	06/06/2016	065440	MILLARD SOUTH HIGH SCHOOL	\$330.00
	432964	06/06/2016	131716	BRAD S MILLARD	\$647.50
	432966	06/06/2016	132412	SANDRA R MILLER	\$32.56
	432967	06/06/2016	065810	MIRACLE RECREATION EQUIPMENT CO	\$6,487.52
	432969	06/06/2016	141093	GRANT MITERA	\$29.24
	432974	06/06/2016	140990	LAURA M MORRIS	\$81.59
	432978	06/06/2016	132491	DONITA L MOSEMAN	\$46.98
	432979	06/06/2016	066185	BGTM LLC	\$35,235.00
	432980	06/06/2016	063150	MSC INDUSTRIAL SUPPLY CO	\$173.36
	432981	06/06/2016	107539	MUELLER ROBAK LLC	\$167.69
	432982	06/06/2016	137052	DEVONYE J MULLINS	\$105.36
	432983	06/06/2016	063115	MULTI-HEALTH SYSTEMS	\$280.80
	432984	06/06/2016	138263	MARIA V MUNOZ	\$288.16
	432985	06/06/2016	067000	NASCO	\$188.08
	432986	06/06/2016	134953	NATIONAL ASSN FOR GIFTED CHILDREN	\$139.00
	432987	06/06/2016	131192	NATIONAL FEDERATION URBAN SCHOOL	\$4,000.00
	432988	06/06/2016	068020	NATIONAL SCIENCE TEACHERS ASSOC	\$79.00
	432989	06/06/2016	130548	NCS PEARSON INC	\$186.56
	432990	06/06/2016	068334	NEBRASKA AIR FILTER INC	\$1,338.33
	432991	06/06/2016	068343	NEBRASKA ASSN OF SCHOOL BOARDS	\$250.00
	432992	06/06/2016	068415	NEBRASKA COUNCIL OF SCHOOL	\$735.00
	432993	06/06/2016	141365	FRED ROBERTSON	\$116.51
	432995	06/06/2016	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$500.00
	432996	06/06/2016	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$435.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	432997	06/06/2016	068445	NEBRASKA FURNITURE MART INC	\$226.50
	432998	06/06/2016	132832	NEBRASKA SCHOOL ACTIVITIES ASSN	\$1,590.00
	432999	06/06/2016	068684	NEBRASKA SCIENTIFIC	\$107.35
	433001	06/06/2016	134985	DOREEN K NELSON	\$93.74
	433002	06/06/2016	138425	NETCHEMIA LLC	\$20,509.86
	433003	06/06/2016	109843	NEXTEL PARTNERS INC	\$3,357.35
	433004	06/06/2016	134472	NICOLE L NIELSEN	\$118.57
	433005	06/06/2016	136715	CARISSA N NIETFELDT	\$83.21
	433006	06/06/2016	107905	MELINDA C NOLLER	\$34.24
	433007	06/06/2016	069741	DAVID M NOODELL	\$10.40
	433008	06/06/2016	140537	EVE E NORTON	\$23.33
	433009	06/06/2016	130667	CARRIE L NOVOTNY-BUSS	\$79.82
	433010	06/06/2016	067014	NSCSS	\$210.00
	433011	06/06/2016	134628	AMY NUNAMAKER	\$383.33
	433012	06/06/2016	137402	GLYNLYON INC	\$18,125.00
	433013	06/06/2016	050042	ANNE M OETH	\$129.06
	433017	06/06/2016	100013	OFFICE DEPOT 84133510	\$6,065.60
	433018	06/06/2016	070245	OHARCO DISTRIBUTORS	\$854.66
	433019	06/06/2016	140197	THERESA L OLSON	\$9.18
	433020	06/06/2016	132778	MELANIE L OLSON	\$36.95
	433021	06/06/2016	134725	OMAHA CASING CO INC	\$1,501.50
	433022	06/06/2016	099658	OMAHA CHILDRENS MUSEUM	\$1,806.00
	433023	06/06/2016	070800	OMAHA PUBLIC POWER DISTRICT	\$307,977.95
	433024	06/06/2016	070850	OMAHA SLINGS INC	\$301.53
	433026	06/06/2016	139434	OMAHA TRACK INC	\$182.40
	433027	06/06/2016	071053	OMAHA WORLD HERALD (EDUC)	\$296.40
	433028	06/06/2016	101881	OMAHA ZOOLOGICAL SOCIETY	\$48.50
	433029	06/06/2016	140402	OMNI FINANCIAL GROUP INC	\$790.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433030	06/06/2016	133850	ONE SOURCE	\$1,357.00
	433031	06/06/2016	138662	KELLY D OSTRAND	\$56.32
	433032	06/06/2016	133368	KELLY R O'TOOLE	\$52.54
	433033	06/06/2016	071190	OVERHEAD DOOR COMPANY OMAHA	\$2,169.40
	433034	06/06/2016	132443	OZANAM/BIST	\$1,100.00
	433035	06/06/2016	134428	ELIZABETH A PACHTA	\$149.10
	433036	06/06/2016	141327	RHONDA M PACK	\$145.04
	433037	06/06/2016	137015	GEORGE M PARKER	\$62.86
	433038	06/06/2016	132006	ANDREA L PARSONS	\$159.30
	433039	06/06/2016	132166	PATRICIA M KUSEK	\$70.00
	433040	06/06/2016	106559	DAVID L PATTEN	\$1,271.87
	433042	06/06/2016	135569	CYNTHIA L PAVONE	\$68.15
	433043	06/06/2016	102699	PEARSON EDUCATION	\$161.52
	433044	06/06/2016	107783	HEIDI T PENKE	\$37.26
	433045	06/06/2016	136724	PETCO ANIMAL SUPPLIES STORES INC	\$84.58
	433047	06/06/2016	140422	AMY L PETRICEK	\$110.00
	433048	06/06/2016	141366	MARJORIE A PIATKOWSKI	\$13.90
	433049	06/06/2016	139940	CA ENTERPRISES INC	\$55.25
	433050	06/06/2016	073040	PITNEY BOWES PRESORT SERVICES INC	\$20,000.00
	433051	06/06/2016	072760	PITSCO INC	\$4,330.65
	433052	06/06/2016	072785	PLANK ROAD PUBLISHING INC	\$242.19
	433053	06/06/2016	140930	HEATHER A POHL	\$10.42
	433056	06/06/2016	139928	DANIEL J POLODNA	\$50.76
	433057	06/06/2016	072900	POPPLERS MUSIC INC	\$168.37
	433058	06/06/2016	079051	POSITIVE PROMOTIONS INC	\$113.85
	433059	06/06/2016	131835	PRAIRIE MECHANICAL CORP	\$3,599.00
	433060	06/06/2016	139532	PREFERRED SHIPPING INC	\$124.33
	433061	06/06/2016	109845	CHRISTINA PREUSS	\$26.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433062	06/06/2016	134598	PRIME COMMUNICATIONS INC	\$636.79
	433064	06/06/2016	138487	PRODUCTIVITY INC	\$371.00
	433065	06/06/2016	138656	PROJECT LEAD THE WAY INC	\$9,000.00
	433066	06/06/2016	141359	KEVIN SHAH	\$1,500.00
	433067	06/06/2016	132713	PROTEX CENTRAL INC	\$588.00
	433069	06/06/2016	133921	QUALITY AUTO REPAIR & TOWING INC	\$178.00
	433070	06/06/2016	137779	JARDINE QUALITY IRRIGATION INC	\$935.55
	433071	06/06/2016	075376	QUALITY PRODUCTS INC	\$79.98
	433072	06/06/2016	078250	RALSTON PUBLIC SCHOOLS	\$79,622.06
	433073	06/06/2016	108176	AMY K RANGELOFF	\$125.59
	433075	06/06/2016	140511	FAITH A RASMUSSEN	\$24.25
	433077	06/06/2016	109810	BETHANY B RAY	\$160.38
	433078	06/06/2016	106725	RD FITNESS SERVICE	\$150.00
	433079	06/06/2016	100642	REALLY GOOD STUFF INC	\$1,099.11
	433080	06/06/2016	F03031	RED GATE SOFTWARE LTD	\$6,017.76
	433081	06/06/2016	135690	DEIDRE M REEH	\$5.40
	433082	06/06/2016	134858	JENNIFER L REID	\$76.63
	433083	06/06/2016	140465	JULIE M REINEKE	\$33.86
	433084	06/06/2016	133770	DIANE E REINERS	\$40.82
	433087	06/06/2016	078967	RENTAL CITY	\$408.76
	433089	06/06/2016	109192	KIMBERLI R RICE	\$102.89
	433091	06/06/2016	137470	AMBER E RIPA	\$799.24
	433092	06/06/2016	136847	RIVERSIDE TECHNOLOGIES INC	\$2,133.75
	433093	06/06/2016	138312	PAIGE E ROBERTS	\$230.00
	433094	06/06/2016	079310	ROCKBROOK CAMERA CENTER	\$1,224.96
	433095	06/06/2016	137125	LAUREN M ROEDER	\$36.88
	433096	06/06/2016	134882	LINDA A ROHMILLER	\$23.54
	433097	06/06/2016	136121	MELANIE E ROLL	\$2,915.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433101	06/06/2016	079440	ROSENBAUM ELECTRIC INC	\$6,353.49
	433102	06/06/2016	072286	JEAN M RUCHTI	\$172.80
	433104	06/06/2016	131615	RUSSELL MIDDLE SCHOOL	\$112.00
	433105	06/06/2016	137386	LIBRARY VIDEO COMPANY	\$13,987.84
	433107	06/06/2016	081725	KIMBERLEY K SAUM-MILLS	\$84.78
	433108	06/06/2016	109806	BRENT J SCHADE	\$67.83
	433110	06/06/2016	138274	RONALD P SCHINSTOCK	\$4.75
	433111	06/06/2016	137012	SHELLEY L SCHMITZ	\$34.02
	433112	06/06/2016	099640	SCHOLASTIC BOOK FAIRS	\$89.25
	433115	06/06/2016	082100	SCHOLASTIC INC	\$114.67
	433116	06/06/2016	082200	SCHOOL HEALTH CORPORATION	\$2,220.21
	433117	06/06/2016	082350	SCHOOL SPECIALTY INC	\$212.99
	433118	06/06/2016	135655	SCHOOL TRADITIONS LLC	\$48.75
	433119	06/06/2016	134567	KAYE M SCHWEIGERT	\$122.37
	433120	06/06/2016	139827	MATTHEW J SCOTT	\$108.45
	433121	06/06/2016	130851	SEARCH INSTITUTE	\$5,400.00
	433122	06/06/2016	082905	KIMBERLY A SECORA	\$45.20
	433123	06/06/2016	108161	STAN J SEGAL	\$86.29
	433124	06/06/2016	082941	KELLY M SELTING	\$134.46
	433125	06/06/2016	134189	JODY L SEMPEK	\$69.18
	433126	06/06/2016	137681	ANNE M SERVAIS	\$50.08
	433127	06/06/2016	136754	CCT ENTERPRISES LLC	\$20.95
	433129	06/06/2016	137697	LARIA K SHEA	\$282.91
	433130	06/06/2016	083175	SHEPPARD'S BUSINESS INTERIORS	\$698.58
	433131	06/06/2016	083188	SHIFFLER EQUIPMENT SALES, INC.	\$182.15
	433134	06/06/2016	131887	SIEMENS INDUSTRY INC.	\$669.10
	433135	06/06/2016	132590	SILVERSTONE GROUP INC	\$5,023.00
	433136	06/06/2016	083400	SIMPLEX GRINNELL LP	\$8,995.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433138	06/06/2016	141376	SHWETA SINGH	\$18.07
	433140	06/06/2016	133949	SKAR ADVERTISING	\$1,226.88
	433144	06/06/2016	101476	SODEXO INC & AFFILIATES	\$101,276.99
	433145	06/06/2016	139217	MARK SOMMER	\$724.79
	433146	06/06/2016	131714	JOHN D SOUTHWORTH	\$33.53
	433147	06/06/2016	132405	SPARTAN STORES DISTRIBUTION LLC	\$11.94
	433148	06/06/2016	137574	ST JAMES SETON SCHOOL	\$190.00
	433149	06/06/2016	141357	CAROL B BROWN	\$1,050.00
	433150	06/06/2016	139572	STABER MEATS INC	\$32.10
	433151	06/06/2016	139944	DAVID A STALLING	\$12.96
	433153	06/06/2016	137481	STAPLES CONTRACT & COMMERCIAL INC	\$266.10
	433154	06/06/2016	141370	PATRICIA A STAUDENMAIER	\$23.96
	433155	06/06/2016	084630	CYNTHIA F STIGGE	\$10.75
	433158	06/06/2016	139843	STUDENT TRANSPORATION NEBRASKA INC	\$167,022.27
	433159	06/06/2016	139430	KARLA K SULLIVAN	\$40.72
	433160	06/06/2016	084905	SUNDANCE/NEWBRIDGE ED PUB LLC	\$185.68
	433161	06/06/2016	084907	SUNDERLAND BROTHERS CO	\$1,006.91
	433164	06/06/2016	069689	INTERLINE BRANDS INC	\$108,539.15
	433165	06/06/2016	084954	BLASCHKO ENTERPRISES INC	\$83.88
	433166	06/06/2016	084959	JAMES V SUTFIN	\$437.88
	433167	06/06/2016	137230	KATHY A SVOBODA	\$26.73
	433168	06/06/2016	140914	SHANNON M SWANEY	\$43.96
	433170	06/06/2016	099302	SYSCO LINCOLN INC	\$497.40
	433171	06/06/2016	141043	KIARA L TAYLOR	\$51.08
	433172	06/06/2016	109041	AMERICAN EAGLE COMPANY INC	\$546.13
	433173	06/06/2016	133969	TENNANT SALES & SERVICE COMPANY	\$801.27
	433175	06/06/2016	140681	TEXTBOOK WAREHOUSE LLC	\$450.00
	433176	06/06/2016	136381	ANNETTE J THOMAS	\$7.99

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433178	06/06/2016	135006	STEVE D THRONE	\$124.31
	433179	06/06/2016	138304	TIME MANAGEMENT SYSTEMS	\$365.00
	433181	06/06/2016	136578	PEGGI S TOMLINSON	\$19.06
	433182	06/06/2016	106807	JEAN M TOOHER	\$144.56
	433183	06/06/2016	131446	TOSHIBA AMERICA INFO SYS INC	\$1,039.00
	433184	06/06/2016	131446	TOSHIBA AMERICA INFO SYS INC	\$4,574.00
	433185	06/06/2016	089574	TOTAL MARKETING INC	\$20.00
	433187	06/06/2016	138478	TRANSWORLD SYSTEMS INC	\$1,033.06
	433188	06/06/2016	131170	TREASURE BAY INC	\$119.76
	433189	06/06/2016	107719	KIMBERLY P TRISLER	\$74.19
	433192	06/06/2016	090270	UNITED DISTRIBUTORS, INC.	\$968.98
	433193	06/06/2016	139511	UNITED REFRIGERATION INC	\$2,747.17
	433194	06/06/2016	100923	UNIVERSITY OF NEBRASKA-LINCOLN	\$180.00
	433196	06/06/2016	139797	US BANK NATIONAL ASSOCIATION	\$13,496.00
	433197	06/06/2016	090440	BSN SPORTS INC	\$22,865.00
	433198	06/06/2016	138661	USA-CLEAN INC	\$503.34
	433199	06/06/2016	091040	VAL LTD	\$114.43
	433200	06/06/2016	138046	AUTO LUBE INC	\$283.31
	433201	06/06/2016	138460	KRISTIN VAN WYNGAARDN	\$190.62
	433203	06/06/2016	140314	VARIDESH LLC	\$295.00
	433205	06/06/2016	090678	VERITIV OPERATING CO	\$31,113.89
	433206	06/06/2016	136318	JENNIFER L VEST	\$176.60
	433207	06/06/2016	092323	VIRCO INC	\$160.37
	433209	06/06/2016	109122	CONNIE L VLCEK	\$156.10
	433211	06/06/2016	092600	VOSS ELECTRIC CO	\$7,392.00
	433212	06/06/2016	131112	LINDA WALTERS	\$18.31
	433213	06/06/2016	136617	ANTHONY R WARD	\$4,102.50
	433214	06/06/2016	134779	ROBERT K WARD	\$125.00



## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	433215	06/06/2016	093650	VWR INTERNATIONAL LLC	\$279.53
	433216	06/06/2016	139738	WASTE MANAGEMENT OF NEBRASKA	\$15,143.70
	433217	06/06/2016	093765	WATER ENGINEERING, INC.	\$2,576.86
	433218	06/06/2016	141389	ANNA WATERS	\$400.00
	433219	06/06/2016	133438	HEIDI J WEAVER	\$223.73
	433220	06/06/2016	131717	DIANE M WEIER	\$284.58
	433221	06/06/2016	093989	DIANA L WEIS	\$282.20
	433222	06/06/2016	094130	WENGER CORPORATION	\$337.00
	433223	06/06/2016	094174	WEST MUSIC CO INC	\$322.58
	433224	06/06/2016	094245	WESTLAKE ACE HARDWARE INC	\$92.97
	433225	06/06/2016	094650	WESTSIDE COMMUNITY SCHOOLS	\$17,206.90
	433226	06/06/2016	139244	AMANDA L WHARTON-HUNT	\$31.00
	433227	06/06/2016	133061	JACKIE L WHISENHUNT	\$106.92
	433228	06/06/2016	139932	WILLIAM ROSS WHISTON	\$109.84
	433229	06/06/2016	137878	WHITE WOLF WEB PRINTERS INC	\$1,398.40
	433230	06/06/2016	137485	WENDY A WIGHT	\$122.25
	433231	06/06/2016	132485	TODD P WILCOX	\$45.90
	433232	06/06/2016	140689	WONDER WORKSHOP INC	\$159.96
	433233	06/06/2016	095491	GLEN E WRAGGE	\$215.35
	433235	06/06/2016	130371	ROBERT J YAKUS	\$73.49
	433236	06/06/2016	138356	JEFFREY F YOST	\$121.40
	433238	06/06/2016	101717	YOUTHLIGHT INC.	\$142.72
	433239	06/06/2016	137020	CHAD R ZIMMERMAN	\$302.48
	433240	06/06/2016	136855	PAUL R ZOHLN	\$51.41
	433241	06/06/2016	135647	LACHELLE L ZUHLKE	\$58.16
	433242	06/06/2016	140854	GENERAL ELECTRIC CAPITAL CORP	\$3,101.72
	433243	06/06/2016	131806	ACADEMIC SUPERSTORE	\$55,795.57
	433244	06/06/2016	141377	LIMAYRA HERNANDEZ TORRES	\$22.52

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
<b>01 - Total</b>					<b>\$2,516,708.93</b>
02	25398	06/06/2016	019111	BISHOP BUSINESS EQUIPMENT	\$675.00
	25399	06/06/2016	109843	NEXTEL PARTNERS INC	\$137.01
	25400	06/06/2016	100013	OFFICE DEPOT 84133510	\$2,947.99
	25401	06/06/2016	101476	SODEXO INC & AFFILIATES	\$681,436.84
<b>02 - Total</b>					<b>\$685,196.84</b>
06	432560	06/06/2016	010040	A & D TECHNICAL SUPPLY CO INC	\$39.99
	432577	06/06/2016	011051	ALL MAKES OFFICE EQUIPMENT	\$475.14
	432598	06/06/2016	136853	AUTODESK INC	\$2,090.00
	432610	06/06/2016	133480	BERINGER CIACCIO DENNELL MABREY	\$2,223.50
	432663	06/06/2016	133970	CCS PRESENTATION SYSTEMS	\$13,358.42
	432685	06/06/2016	106902	COMMUNICATION SERVICES INC.	\$1,977.45
	432725	06/06/2016	136245	DONOVAN PROPERTIES LLC	\$1,767.34
	432825	06/06/2016	136301	HGM ASSOCIATES INC	\$2,932.97
	432872	06/06/2016	136678	K C PETERSEN CONSTRUCTION CO	\$7,651.80
	432904	06/06/2016	058775	LAMP RYNEARSON ASSOCIATES INC	\$1,592.00
	432970	06/06/2016	140386	MOBILE MINI INC	\$114.62
	432976	06/06/2016	134532	MORRISSEY ENGINEERING INC	\$9,350.00
	433085	06/06/2016	139973	REINHARDT & ASSOCIATES ARCHITECTS P	\$2,231.25
	433208	06/06/2016	141363	PATTI BANKS ASSOCIATES LLC	\$1,040.00
<b>06 - Total</b>					<b>\$46,844.48</b>
07	432522	05/19/2016	108436	COX COMMUNICATIONS INC	\$11,605.00
	432530	05/19/2016	106416	RIFE CONSTRUCTION INC	\$4,455.00
	432551	05/26/2016	136087	D.R. ANDERSON CONSTRUCTORS CO	\$44,518.50
	432560	06/06/2016	010040	A & D TECHNICAL SUPPLY CO INC	\$11.40
	432583	06/06/2016	140305	AMERICAN TRAILER & STORAGE INC	\$294.00
	432584	06/06/2016	102430	AMI GROUP INC	\$1,115.00
	432596	06/06/2016	141257	ATLAS ELECTRIC LLC	\$228,978.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
07	432599	06/06/2016	102727	B & H PHOTO	\$8,526.99
	432610	06/06/2016	133480	BERINGER CIACCIO DENNELL MABREY	\$3,330.00
	432650	06/06/2016	135245	BAHR VERMEER HAECKER ARCHITECTS	\$3,092.50
	432701	06/06/2016	136087	D.R. ANDERSON CONSTRUCTORS CO	\$297,853.20
	432904	06/06/2016	058775	LAMP RYNEARSON ASSOCIATES INC	\$6,449.10
	432928	06/06/2016	107590	LUND-ROSS CONSTRUCTORS INC	\$453,228.30
	432976	06/06/2016	134532	MORRISSEY ENGINEERING INC	\$32,500.00
	433062	06/06/2016	134598	PRIME COMMUNICATIONS INC	\$157.50
	433063	06/06/2016	133745	PRIMEX WIRELESS INC	\$634.71
	433098	06/06/2016	134824	ROOFING SOLUTIONS INC	\$7,500.00
	433106	06/06/2016	140085	SAMPSON CONSTRUCTION CO INC	\$7,359.00
	433128	06/06/2016	141284	SHAWMARK INC	\$71,320.04
	433162	06/06/2016	140803	SUPERIOR LIGHTING INC	\$165,274.96
	433174	06/06/2016	132452	TERRACON INC	\$1,447.94
	433177	06/06/2016	132133	THOMPSON ELECTRIC CO	\$1,637.00
<b>07 - Total</b>					<b>\$1,351,288.14</b>
11	432505	05/12/2016	141343	BRADLEY TAYLOR	\$245.00
	432518	05/19/2016	139086	AMAZING ARTHUR/BALLOON BRIGADE LLC	\$250.00
	432558	06/06/2016	140560	123 MATH AND READING LLC	\$2,401.50
	432565	06/06/2016	140561	ACHIEVE SUCCESS LLC	\$825.00
	432568	06/06/2016	141345	LIMOR FRIED	\$4,048.20
	432578	06/06/2016	139802	JENNIFER L ALLEN	\$57.88
	432581	06/06/2016	139086	AMAZING ARTHUR/BALLOON BRIGADE LLC	\$350.00
	432582	06/06/2016	107651	AMAZON.COM INC	\$404.39
	432588	06/06/2016	012896	NANCY G ANDERSON	\$38.68
	432603	06/06/2016	099646	BARNES AND NOBLE BOOKSTORE	\$2,593.33
	432605	06/06/2016	139222	DUFF G BARTEN-SHAZAM	\$205.37
	432617	06/06/2016	133910	ROSE M BERNSTEIN	\$207.98

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	432620	06/06/2016	139184	VAN DEURSEN ENTERPRISES INC	\$400.50
	432638	06/06/2016	136977	PEGGY S BREARD	\$108.96
	432639	06/06/2016	140520	JULIE K BREESE	\$26.68
	432644	06/06/2016	139400	BILL RANCE LLC	\$260.00
	432647	06/06/2016	138015	BUREAU OF LECTURES CONCERT ARTIST	\$425.00
	432654	06/06/2016	140603	TAYLOR L CANFIELD	\$57.68
	432664	06/06/2016	133589	CDW GOVERNMENT, INC.	\$308.00
	432665	06/06/2016	051572	CENGAGE LEARNING	\$661.65
	432673	06/06/2016	141339	CHILDREN'S HOSPITAL MEDICAL CENTER	\$2,500.00
	432676	06/06/2016	138843	JILL R CLASSEN	\$127.50
	432680	06/06/2016	141346	VISION MARKETING GROUP LLC	\$436.41
	432688	06/06/2016	141186	CONCEPTUAL LEARNING MATERIALS INC	\$2,450.00
	432700	06/06/2016	100577	CURTIS 1000 INC	\$36.29
	432704	06/06/2016	131003	DAILY RECORD	\$9.50
	432720	06/06/2016	137263	DESTINATION IMAGINATION INC	\$500.00
	432738	06/06/2016	036510	EARLY CHILDHOOD TRAINING CENTER	\$120.00
	432742	06/06/2016	139782	EDMENTUM INC	\$224.44
	432743	06/06/2016	037525	EDUCATIONAL SERVICE UNIT #3	\$1,000.00
	432744	06/06/2016	037525	EDUCATIONAL SERVICE UNIT #3	\$175.00
	432745	06/06/2016	132892	PAMELA S EHLY	\$31.97
	432761	06/06/2016	132699	FATHER FLANAGANS BOYS HOME	\$800.00
	432774	06/06/2016	108075	MICHAEL FITZSIMMONS	\$1,913.00
	432775	06/06/2016	131817	KRISTINE M FLEMING	\$19.80
	432826	06/06/2016	140000	TABITHA C HIGHTOWER	\$15.36
	432857	06/06/2016	141387	CAREY R JACOBS	\$100.00
	432864	06/06/2016	107039	SHARON KIM H JOHANSEN	\$127.50
	432870	06/06/2016	139793	STACY JOLLEY	\$375.00
	432875	06/06/2016	132786	DAVID KEBER	\$806.25

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	432876	06/06/2016	133639	KATHERINE A KEBER	\$362.50
	432891	06/06/2016	140497	JESSICA L KOZA	\$17.47
	432903	06/06/2016	099217	LAKESHORE LEARNING MATERIALS	\$201.18
	432936	06/06/2016	141391	MARIA BONITA MEXICAN CUISINE INC	\$383.25
	432959	06/06/2016	102870	MIDLAND COMPUTER INC	\$2,865.00
	432973	06/06/2016	133808	BARBARA G MOORE	\$110.00
	432995	06/06/2016	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$3,960.00
	433000	06/06/2016	068954	NEFF COMPANY	\$686.85
	433006	06/06/2016	107905	MELINDA C NOLLER	\$38.18
	433017	06/06/2016	100013	OFFICE DEPOT 84133510	\$1,366.43
	433028	06/06/2016	101881	OMAHA ZOOLOGICAL SOCIETY	\$122.00
	433034	06/06/2016	132443	OZANAM/BIST	\$2,270.00
	433075	06/06/2016	140511	FAITH A RASMUSSEN	\$59.00
	433087	06/06/2016	078967	RENTAL CITY	\$123.67
	433090	06/06/2016	135484	KRISTI L RICHLING	\$35.49
	433092	06/06/2016	136847	RIVERSIDE TECHNOLOGIES INC	\$630.00
	433099	06/06/2016	140264	MICHELLE J ROONEY	\$68.86
	433103	06/06/2016	131615	RUSSELL MIDDLE SCHOOL	\$148.00
	433113	06/06/2016	099640	SCHOLASTIC BOOK FAIRS	\$1,296.95
	433152	06/06/2016	141369	ADRIANNE K STANG	\$8.62
	433158	06/06/2016	139843	STUDENT TRANSPORATION NEBRASKA INC	\$4,701.93
	433186	06/06/2016	137870	LINDSAY D TRAEGER	\$55.81
	433191	06/06/2016	141374	CHRISTINA UNDEM	\$30.28
	433194	06/06/2016	100923	UNIVERSITY OF NEBRASKA-LINCOLN	\$340.00
	433202	06/06/2016	136831	SALLYE S VANDERPLAS-LEE	\$112.18
	433210	06/06/2016	139794	SUSAN VLIEMER	\$375.00
	433234	06/06/2016	140123	TERRI L WRIGHT	\$578.90
	433237	06/06/2016	135890	YOUTH FRONTIERS INC	\$2,250.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
<b>11 - Total</b>					<b>\$48,841.37</b>
14	432572	06/06/2016	097000	AETNA LIFE INSURANCE CO	\$149,902.60
	433137	06/06/2016	138887	SIMPLYWELL LLC	\$4,322.00
<b>14 - Total</b>					<b>\$154,224.60</b>
17	432524	05/19/2016	131328	MILLER ELECTRIC COMPANY	\$29,379.17
	432560	06/06/2016	010040	A & D TECHNICAL SUPPLY CO INC	\$108.51
	432704	06/06/2016	131003	DAILY RECORD	\$17.90
	432965	06/06/2016	131328	MILLER ELECTRIC COMPANY	\$1,923.23
	432976	06/06/2016	134532	MORRISSEY ENGINEERING INC	\$8,250.00
	432997	06/06/2016	068445	NEBRASKA FURNITURE MART INC	\$775.50
	433041	06/06/2016	071760	PATTON EQUIPMENT COMPANY INC	\$1,750.00
	433130	06/06/2016	083175	SHEPPARD'S BUSINESS INTERIORS	\$1,629.86
	433203	06/06/2016	140314	VARIDESK LLC	\$870.00
	433204	06/06/2016	141025	ALL-IOWA SCORE TABLES LLC	\$37,890.00
<b>17 - Total</b>					<b>\$82,594.17</b>
50	432507	05/12/2016	135411	BRUCE B JUNEK	\$625.00
	432508	05/12/2016	065443	MILLARD WEST HIGH SCHOOL	\$90.00
	432527	05/19/2016	107732	BRIAN L NELSON	\$240.00
	432528	05/19/2016	071178	OUTDOOR RECREATION PRODUCTS	\$1,324.50
	432564	06/06/2016	010298	ACCUCUT LLC	\$205.00
	432586	06/06/2016	141381	ASHDYN ANDERSON	\$20.00
	432587	06/06/2016	141310	MITCH ANDERSON	\$50.00
	432595	06/06/2016	141337	ATLANTA FIXTURE & SALES CO INC	\$990.00
	432615	06/06/2016	141083	MADISON BENKE	\$137.50
	432625	06/06/2016	019111	BISHOP BUSINESS EQUIPMENT	\$131.00
	432629	06/06/2016	099220	DICK BLICK CO	\$1,155.85
	432634	06/06/2016	019559	BOUND TO STAY BOUND BOOKS INC	\$493.15
	432635	06/06/2016	141082	ZACH BOYD	\$47.50

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	432637	06/06/2016	140217	TRISTAN BRANDEN	\$97.50
	432646	06/06/2016	140742	AMELIA N BRUNER	\$70.00
	432648	06/06/2016	140268	JACOB THOMAS BURROUGHS	\$145.00
	432649	06/06/2016	141382	NATHAN C BUSSE	\$20.00
	432662	06/06/2016	140748	ETHAN CASEY	\$47.50
	432663	06/06/2016	133970	CCS PRESENTATION SYSTEMS	\$881.82
	432707	06/06/2016	141267	MORGAN L DAUBERT	\$70.00
	432709	06/06/2016	140744	ADAM DE GROODT	\$70.00
	432713	06/06/2016	032800	DEMCO INC	\$110.70
	432714	06/06/2016	140743	JASMINE DEMONTE	\$70.00
	432720	06/06/2016	137263	DESTINATION IMAGINATION INC	\$1,000.00
	432722	06/06/2016	033473	DIETZE MUSIC HOUSE INC	\$1,681.97
	432751	06/06/2016	140800	ELLEN ELLIS	\$35.00
	432776	06/06/2016	140219	BAILEE FLEMING	\$47.50
	432780	06/06/2016	041100	FOLLETT SCHOOL SOLUTIONS INC	\$467.86
	432797	06/06/2016	141039	ALICIA GOODNER	\$300.00
	432801	06/06/2016	044950	GRAINGER INDUSTRIAL SUPPLY	\$5,396.70
	432804	06/06/2016	139948	NICOLAS MERLIN GREVE	\$145.00
	432805	06/06/2016	140749	OLIVIA RAY GREVE	\$145.00
	432809	06/06/2016	140173	JENNIFER HAMMOND	\$168.00
	432814	06/06/2016	139964	EMILY ANN HART	\$106.25
	432830	06/06/2016	141311	GABRIELLA CHRISTINE HOGAN	\$95.00
	432832	06/06/2016	132592	WILLIAM SPRAGUE, JR.	\$155.00
	432834	06/06/2016	141318	ADAM HOTZ	\$259.00
	432855	06/06/2016	100928	J W PEPPER & SON INC.	\$48.75
	432894	06/06/2016	140829	MARGARET KRAMER	\$145.00
	432895	06/06/2016	140215	SARAH KRAMER	\$145.00
	432898	06/06/2016	141383	MCKENNA KRUEGER	\$20.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	432899	06/06/2016	141384	BRYCE D KRUPKA	\$20.00
	432903	06/06/2016	099217	LAKESHORE LEARNING MATERIALS	\$308.08
	432906	06/06/2016	058800	LANOHA NURSERIES, INC.	\$8,105.00
	432916	06/06/2016	137296	LIBERTY HARDWOODS INC	\$294.20
	432925	06/06/2016	135166	RONDA LOVERIDGE	\$1,426.50
	432933	06/06/2016	139656	JESSICA MALASHOCK	\$145.00
	432939	06/06/2016	059560	MATHESON TRI-GAS INC	\$200.60
	432942	06/06/2016	139657	RACHEL MC CLANNAN	\$82.50
	432945	06/06/2016	141301	MOLLY MCGRAW	\$70.00
	432965	06/06/2016	131328	MILLER ELECTRIC COMPANY	\$3,020.91
	432968	06/06/2016	140745	TRENT MISCHO	\$70.00
	432971	06/06/2016	139917	AUSTIN MONETTE WATERS	\$87.50
	432972	06/06/2016	140755	EMILY MONETTE-WATERS	\$95.00
	432975	06/06/2016	141373	CHAD MORRIS	\$60.00
	432977	06/06/2016	139658	CAMRYN LEIGH MORTRUDE	\$47.50
	432985	06/06/2016	067000	NASCO	\$211.00
	432997	06/06/2016	068445	NEBRASKA FURNITURE MART INC	\$110.00
	433017	06/06/2016	100013	OFFICE DEPOT 84133510	\$445.87
	433025	06/06/2016	134051	OMAHA SYMPHONY	\$236.00
	433046	06/06/2016	141385	KATELYN PETERSEN	\$70.00
	433054	06/06/2016	141386	ARYA POKHREL	\$35.00
	433055	06/06/2016	140830	JOCELYN H POLACEK	\$145.00
	433068	06/06/2016	141302	NICHOLAS M PUSATERI	\$70.00
	433074	06/06/2016	141081	CECILIA C RANKIN	\$70.00
	433076	06/06/2016	141090	BROOKE RATHBUN	\$142.50
	433086	06/06/2016	141352	ELIANA REISS	\$35.00
	433088	06/06/2016	140747	TERESA A RENZE	\$32.50
	433100	06/06/2016	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$927.00



## Millard Public Schools Check Register Prepared for the Board Meeting for Jun 6, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	433109	06/06/2016	141367	NATHAN SCHARF	\$60.00
	433114	06/06/2016	082100	SCHOLASTIC INC	\$136.69
	433132	06/06/2016	140801	RACHEL SHOEMAKER	\$70.00
	433133	06/06/2016	140224	KATHLEEN RYAN SHRIVER	\$47.50
	433139	06/06/2016	141009	JOHNNA SISNEROS	\$97.50
	433141	06/06/2016	141368	CRYSTAL SMITH	\$100.00
	433142	06/06/2016	141312	TARYN ANN SMITH	\$95.00
	433143	06/06/2016	140022	HUNTER SCOTT SMITHSON	\$40.00
	433169	06/06/2016	135094	FELICIA SYNOWICKI-ROUNSBORG	\$60.00
	433180	06/06/2016	141330	JAMES TOKHEIM	\$141.00
	433190	06/06/2016	140271	RIVER-SAGE TUCKER	\$145.00
	433204	06/06/2016	141025	ALL-IOWA SCORE TABLES LLC	\$10,000.00
<b>50 - Total</b>					<b>\$45,008.40</b>
99	432507	05/12/2016	135411	BRUCE B JUNEK	(\$25.00)
	432915	06/06/2016	141323	TIMOTHY J LEWIS	(\$120.00)
	433213	06/06/2016	136617	ANTHONY R WARD	(\$164.10)
<b>99 - Total</b>					<b>(\$309.10)</b>
<b>Overall - Total</b>					<b>\$4,930,397.83</b>

## Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **6/1/2016**BOE Meeting Date: **6/6/2016**Sale or Disposals Scheduled After: **6/6/2016**

Lot	Quantity	Description
1	1	pr. speakers
2	1	disc sander
3	6	small tires
4	3	auto harps
5	1	square auto harp
6	2	sets note bars
7	1	router table
8	1	pallet tumble mats
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Second Reading Policy 6265 – Copyright Compliance

**MEETING DATE:** June 6, 2016

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** Second Reading Policy 6265 – Copyright Compliance

**ACTION DESIRED:**  Approval

**BACKGROUND:** The policy changes were made in consultation with District legal counsel and are submitted in support of the use of Creative Commons licensing as defined in proposed Rule 6275.2 (attached to Policy 6275 changes).

**RECOMMENDATIONS:**  Approve Policy 6265

**STRATEGIC PLAN:** N/A

**REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** N/A

**TIMELINE:** N/A

**RESPONSIBLE PERSON(S):** Mark Feldhausen, Nancy Johnston, Andy DeFreece, Darin Kelberlau, Terry Houlton

**SUPERINTENDENT'S APPROVAL:**



## Curriculum, Instruction, and Assessment

### Copyright Compliance

6265

Teacher materials (print and non-print) which are used ~~with students~~ in conjunction with the instruction of students must be aligned with the District's written curriculum and comply with copyright laws and any applicable license for the use of the materials. ~~legally-acquired.~~

Copyrighted materials including, but not limited to, print, audio, video, software and other media may be reproduced only when the use by reproduction is a "Fair Use" in compliance with the Copyright Act or when the written permission or any applicable license for such use by reproduction has been obtained from the copyright holder.

Legal Reference: The Copyright Act. 17 U.S.C. 107

Related Policies & Rules: 4156.1, 5800, 5800.1, 6275, 6275.1, 6275.2, 6275.3, 6810.1

Policy Adopted: July 15, 2002

Reaffirmed: November 3, 2008; January 19, 2015

Revised: June 6, 2016

Millard Public Schools  
Omaha, Nebraska

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Second Reading Policy 6275 – Employee Created Materials

**MEETING DATE:** June 6, 2016

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** Second Reading Policy 6275 – Employee Created Materials

**ACTION DESIRED:**  Approval

**BACKGROUND:** The policy changes were made in consultation with District legal counsel and are submitted in support of the use of Creative Commons licensing as defined in proposed Rule 6275.2 (attached to Policy 6275 changes).

**RECOMMENDATIONS:**  Approve Policy 6275

**STRATEGIC PLAN:** N/A


**REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** N/A

**TIMELINE:** N/A

**RESPONSIBLE PERSON(S):** Mark Feldhausen, Nancy Johnston, Andy DeFreece, Darin Kelberlau, Terry Houlton

**SUPERINTENDENT'S APPROVAL:**



**Curriculum, Instruction, and Assessment****Employee Created Materials****6275**

Materials and intellectual property ~~work~~ created by employees to be used to further the District's educational and instructional mission, are and shall remain the property of the District and the use thereof shall remain subject to the District's Policies and Rules.

Legal Reference: The Copyright Act

Related Policies and Rules: 4156.1, 5800, 5800.1, 6265, 6275.1, 7000, 7100, 7100.1, 7100.2, 7305, 7305.1

Date of Adoption: June 3, 2013

Revised: June 6, 2016

Millard Public Schools  
Omaha, NE

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Rule 6275.2 – Open Education Resources – Sharing Copyright Curriculum Materials

**MEETING DATE:** June 6, 2016

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** Rule 6275.2 – Open Education Resources – Sharing Copyright Curriculum Materials

**ACTION DESIRED:**  Approval

**BACKGROUND:** The policy changes were made in consultation with District legal counsel and are submitted in support of the use of Creative Commons licensing as defined in proposed Rule 6275.2 (attached to Policy 6275 changes).

**RECOMMENDATIONS:**  Approve Rule 6275.2

**STRATEGIC PLAN:** N/A

**REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** N/A

**TIMELINE:** N/A

**RESPONSIBLE PERSON(S):** Mark Feldhausen, Nancy Johnston, Andy DeFreece, Darin Kelberlau, Terry Houlton

**SUPERINTENDENT'S APPROVAL:**



## Curriculum, Instruction and Assessment

### Open Education Resources - Sharing Copyright Curriculum Materials

6275.2

District owned copyright materials may be shared and exchanged with other educators inside and outside of the District in accordance with appropriate licenses as provided herein. All District owned copyright material may be shared and exchanged with others within the District. District educators need not seek permission to share or exchange any such employee-developed or created materials within the District. Digital materials which have been created by individuals or entities outside of the District and which are intended to be used by the District or its staff for educational purposes, must comply with copyright laws and/or applicable licensing requirements.

A. The District encourages the open exchange of information, knowledge, educational resources, and education materials throughout the District; and supports the collaborative production of copyright works that are freely made available to all through the use of appropriate licensing. Unless indicated otherwise for specific items or collections of content as designated by the District, all materials which are copyright owned by the District shall be licensed for re-use under the appropriate Creative Commons International License or other similar designated license.

B. All materials created or developed for District-wide use or for specified District programs which the District directed its employee or employees to create, develop or compile during the employees' contract time or supplemental contract are "works made for hire" and shall remain the property of the District and may be shared throughout the District without restriction. Such materials may also be shared outside the District if properly licensed under an approved Creative Commons International License or other similar license.

C. "Teacher Curriculum Materials" means original materials created or developed by a District employee including lesson plans, educator research materials, teaching or instructional activities, teaching strategies or other printed or electronic materials and which are created, developed or compiled by the District employee within the scope of the District employee's employment for use by the District employee. Such material may be shared by the employee outside the District provided that the Teacher Curriculum Materials are licensed by the employee under an appropriate Creative Commons International Attribution, Non-Commercial (CC BY-NC) License. The issuing of the appropriate Creative Commons license, prior to sharing of such original material, shall be the sole responsibility of the person or persons seeking to share or distribute such Teacher Curriculum Materials outside the District. Teacher Curriculum Materials shared or distributed outside the District without the appropriate Creative Commons Attribution, Non-Commercial (CC BY-NC) License are in violation of the District's copyright.

D. The District retains the authority to exclude from Creative Commons International License, or other similar designated license, any educational teaching materials created by employees of the District within the scope of employment which constitutes a "work made for hire." The District shall also have authority to license any copyrightable materials owned by the



District under any Creative Commons International License, or similar licensing system as it deems appropriate. The District, with Board approval, may issue a license to any District employee in potentially patentable or copyrightable material developed by the employee during work hours or within the scope of his/her employment or when using District provided resources and may determine the terms of any such license, considering the commercial value of such patentable or copyrightable material and the best interest of the District.

E. Unless otherwise determined by the District, all such District owned copyrighted materials shall allow others to distribute, remix, modify, and build upon such copyrighted digital materials under Creative Commons International Attribution, Non-Commercial (CC BY-NC) License, as long as said user(s) provide attribution for the original creation to the District and comply with any applicable copyright and/or license requirements. All works published or shared outside of the District shall be clearly labeled using the appropriate licensing symbol CC BY-NC requiring attribution to the District for non-commercial use.

F. As used herein, copyrightable works shall include, but not be limited to, all original writings, lectures, musical or dramatic compositions, sound recordings, film, videos and other pictorial or technical reproductions, computer programs, listings, charts, manuals, codes, instructions, software and apps.

Related Policies and Rules:

Policy Adopted:

Millard Public Schools  
Omaha, Nebraska

## AGENDA SUMMARY SHEET

**Agenda Item:** Rules 6675.1 – 6675.2

**Meeting Date:** September 8, 2015

**Department:** Educational Services

**Title and Brief Description:** Rules 6675.1 – 6675.2

**Action Desired:** Approval

**Background:** These Rules have been reviewed by District legal counsel and are being brought forth as part of the review and revision cycle. Changes to the Exempt School rules are the result of the Nebraska Department of Education's consolidation of Rules 12 and 13 into a single NDE Rule (13). It is also the result of discussions in which adjustments have been recommended that will make it easier for the 550 Exempt School students within the District to take classes at their resident public school and participate in public school activities and athletics on a part-time basis while still operating under the revised NDE Exempt School Rule.

**Recommendations:** It is recommended that:  
Rule 6675.1 Exempt Schools: Requests for Programs, Services or Materials, and  
Rule 6675.2 Admittance and Participation by Exempt School Students be approved.

**Strategic Plan Reference:** N/A

**Implications of Adoption/Rejection:**

**Responsible Persons:** Dr. Mark Feldhausen, Associate Superintendent of Educational Services

**Superintendent's Signature:** —



## Exempt Schools: Requests for Programs, Services or Materials

6675.1

- I. General Statement. Nebraska law provides parents and legal guardians the right to educate their children and wards in alternative schools, which are exempt from state approval or state accreditation requirements.
- II. Definitions.
  - A. ~~Exempt School shall mean any private, parochial, denominational or home school which has elected not to meet approval and/or accreditation requirements pursuant to state law and regulations of the Nebraska Department of Education.~~ Exempt School shall mean a school which has elected not to meet approval or accreditation requirements.
  - B. Exempt School Student shall mean any resident student of school age who has not graduated or received a G.E.D. diploma and who is attending an Exempt School.
  - C. Programs shall mean the educational curriculum, co-curricular activities, and extracurricular school-sponsored clubs and activities which are available for students who are enrolled in the District.
  - D. Assigned School shall mean the District school where the Exempt School Student would have attended and received educational instruction as a resident student if the student had officially enrolled pursuant to the District's enrollment policies and rules.
  - E. Resident Student shall mean students that reside in the District or who have at least one parent who resides in the District.
- III. Cooperation with Exempt Schools.

The District shall cooperate with the education of Exempt School Students according to state and federal law, and District policies and rules. In cooperating in the educational process of Exempt School Students the District shall:

- A. Provide special education services to qualified Exempt School Students pursuant to District policies and rules, and state and federal laws and regulations. Special education and related services will be provided at the assigned District school that is closest to the eligible student's Exempt School. Services will be available during the hours that public school students attend school.
- B. Allow Exempt School Students to participate in interscholastic athletics or activities as well as any activity or interscholastic athletics under the jurisdiction of the Nebraska School Activities Association, provided however that such Exempt School Students must ~~be enrolled in a minimum of twenty credit hours of schoolwork in a District high school, regardless of the level of participation or competition.~~ be enrolled in a minimum of twenty credit hours of schoolwork per eighteen week semester or its equivalent in two consecutive nine-week semesters in a District high school in order to participate in interscholastic athletics or activities as well as any interscholastic athletics under the jurisdiction of the Nebraska School Activities Association, regardless of the level of participation or competition.
- C. Not provide any ELL, Title I, homebound instruction or other remedial services to Exempt School Students except as may be required by law.

- D. Not provide any textbooks, teacher's edition textbooks, ancillary textbook materials, consumable material, library or media materials, or other resources to Exempt School Students or Exempt Schools.

#### IV. Requests for Participation.

- A. All requests for participation in District programs shall be referred to the Superintendent or designee for consideration and approval or denial. The Superintendent or designee in considering and evaluating the request shall consider the following issues:
1. Whether the school is closed to open and option enrollment or in-District transfers;
  2. The availability of the requested program at the assigned school;
  3. Whether the school environment or educational process will be disrupted;
  4. Whether there is space available and a specified time can be assigned so as to minimize any conflicts or disruption of the education process;
  5. Whether the Exempt School Student meets academic eligibility requirements or course enrollment prerequisites for participation;
  6. Whether the requested program is appropriate for the knowledge level, intellectual maturity, competence, and age of the Exempt School Student; and
  7. Whether the requested program is part of an integrated program which cannot be isolated so as to allow participation in the requested program.
- B. An Exempt School Student shall be required to be officially enrolled and counted proportionately towards the District's ADA/ADM if such Student requests to participate in the District's programs or activities.
- C. Exempt School Students who participate in District programs shall be subject to all District and school policies and rules, including, but not limited to, District and school policies and rules regarding student conduct, discipline, attendance, student fees, student provided materials, equipment and attire, insurance, proof of age and identity, physical examination, and immunizations.
- D. Exempt School Students may participate in those co-curricular activities and extracurricular school-sponsored clubs and activities at the assigned school which are available to students who are enrolled in the District. The exception is any interscholastic athletics or activities as well as any activity or interscholastic athletics under the jurisdiction of the Nebraska School Activities Association. Exempt School Students must be enrolled in a minimum of twenty credit hours of schoolwork per eighteen week semester or its equivalent in two consecutive nine-week semesters in a District high school in order to participate in interscholastic athletics or activities as well as any interscholastic athletics under the jurisdiction of the Nebraska School Activities Association, regardless of the level of participation or competition.
- ~~D. Any Exempt School Student requesting participation in more than fifty percent (50%) of District classes on a daily or weekly basis must enroll as a full time District student and be subject to all requirements of all other full time students of the District.~~

- ~~E. Exempt School Students may participate in those co-curricular activities and extracurricular school sponsored clubs and activities at the assigned school which are available to students who are enrolled in the District. The exception is any interscholastic athletics or activities as well as any activity or interscholastic athletics under the jurisdiction of the Nebraska School Activities Association.~~
- ~~F. Exempt School Students must be enrolled in a minimum of twenty credit hours of schoolwork in a District high school in order to participate in interscholastic athletics or activities as well as any interscholastic athletics under the jurisdiction of the Nebraska School Activities Association, regardless of the level of participation or competition.~~

Related Policies & Rules: 6675, [6675.2](#)

Rule Approved: February 21, 2000

Revised: July 31, 2000; August 4, 2003; January 22, 2007;

November 2, 2009; May 3, 2010; February 21, 2011; May 20, 2013

[June 6, 2016](#)

Millard Public Schools

Omaha, Nebraska

## Curriculum, Instruction, and Assessment

### Admittance and Participation by Exempt School Students

6675.2

#### I. Placement

Grade and class placement of Exempt School Students requesting enrollment in the District as a full time student shall be determined by the District. The following factors shall be considered in determining the placement of an Exempt School Student:

- A. The age of the student;
- B. A review of the transcript of the program of instruction completed by the Exempt School Student which shall be provided by the parents or [legal](#) guardian of the student;
- C. Achievement Test scores, which shall be provided to the District by the parents or [legal](#) guardian of the student; and
- D. Records from any schools previously attended by the student.

#### II. Official School Transcripts

The transcript record of the Exempt School curriculum may become part of or incorporated into the official transcript records of the District, noting that the courses were completed in an Exempt School setting.

#### III. Credits and Grades

- A. For the purpose of placement and graduation, credits may be given for Exempt School curriculum satisfactorily completed, as determined by the District. Credits may not necessarily be given for any Exempt School curriculum. In determining whether to give credits for Exempt School curriculum, the District may use a review of transcripts from prior schools attended, standardized tests, assessments, and teacher evaluations of student competency in the subject matter. The District may give credits for Exempt School curriculum if it is determined that the student demonstrates mastery of the subject matter and completion of course requirements.
- B. Grades awarded to an Exempt School Student for completion and evaluation of Exempt School curriculum shall not be utilized in the calculation of the student's grade point average or in determining class rank.

#### IV. Graduation Requirements

Exempt School Students enrolling in or returning to a [d](#)District high school shall meet all of the graduation requirements of the District including the course and credit requirement as well as the District's Essential Learner Outcome (ELO) assessments [of College and Career Readiness](#) in order to receive a [d](#)District diploma.

Related Policies and Rules: [6675](#), [5130](#)

Rule Adopted: February 21, 2000  
Revised: August 4, 2003; May 3, 2010; [June 6, 2016](#)

Millard Public Schools  
Omaha, Nebraska

### AGENDA SUMMARY SHEET

**Agenda Item:** Rules 6680.1 – 6680.2

**Meeting Date:** September 8, 2015

**Department:** Educational Services

**Title and Brief Description:** Rules 6680.1 – 6680.2

**Action Desired:** Approval

**Background:** These Rules have been reviewed by District legal counsel and are being brought forth as part of the review and revision cycle. Changes to the Nonpublic School rules are the result of changes proposed for Exempt School students and the desire to treat both groups equally.

**Recommendations:** It is recommended that:  
Rule 6680.1 Nonpublic Schools: Requests for Programs, Services and  
Rule 6680.2 Nonpublic School Students: Placement, Credits and Grades  
be approved.

**Strategic Plan Reference:** N/A

**Implications of Adoption/Rejection:**

**Responsible Persons:** Dr. Mark Feldhausen, Associate Superintendent of Educational Services

**Superintendent's Signature:** —



—

## Curriculum, Instruction, and Assessment

### Nonpublic Schools: Requests for Programs, Services

**6680.1**

- I. **General Statement.** Nebraska law provides parents and [legal](#) guardians the right to educate their children and wards in Nonpublic Schools that meet state approval or state accreditation requirements.
  
- II. **Definitions.**
  - A. Nonpublic School shall mean any private, parochial, or denominational school which has met approval and/or accreditation requirements pursuant to state law and regulations of the Nebraska Department of Education.
  
  - B. Nonpublic School Student shall mean any resident student of school age who has not graduated or received a G. E. D. diploma and who is attending a Nonpublic School.
  
  - C. Assigned School shall mean the District school where the Nonpublic School Student would have attended and received educational instruction [as a resident student](#) if the student had officially enrolled pursuant to the District's enrollment policies and rules.
  
  - D. Programs shall mean the educational curriculum, co-curricular activities, and extracurricular school-sponsored clubs and activities which are available for students who are enrolled in the District.
  
  - E. [Resident Student shall mean students that reside in the District or who have at least one parent who resides in the District.](#)
  
- III. **Cooperation with Nonpublic Schools.**

The District shall cooperate with the education of Nonpublic School Students according to state and federal laws, and District policies and rules. In cooperating in the educational process of Nonpublic School Students the District shall:

- A. Provide special education services to qualified Nonpublic School Students pursuant to District policies and rules and state and federal laws and regulations. Special education and related services will be provided at the assigned District school that is closest to the eligible student's Nonpublic School. Services will be available during the hours that public school students attend school.
  
- B. Allow Nonpublic School Students to participate in interscholastic athletics or activities as well as any activity or interscholastic athletics under the jurisdiction of the Nebraska School Activities Association, provided however that such



Nonpublic School Students must ~~be enrolled in a minimum of twenty credit hours of schoolwork in a District high school, regardless of the level of participation or competition.~~ be enrolled in a minimum of twenty credit hours of schoolwork per eighteen week semester or its equivalent in two consecutive nine-week semesters in a District high school in order to participate in interscholastic athletics or activities as well as any interscholastic athletics under the jurisdiction of the Nebraska School Activities Association, regardless of the level of participation or competition.

- C. Not provide any ELL, Title I, or other remedial services to Nonpublic School Students except as may be required by law.
- D. Provide textbooks for use by Nonpublic School Students in accordance with District Policy 6295 and Rule 6295.1.
- E. Provide homebound instruction in accordance with District Rule 6670.1

#### IV. **Request for Participation.**

- A. All requests for participation in District programs shall be referred to the Superintendent or designee for consideration and approval or denial. The Superintendent or designee in considering and evaluating the request shall consider the following issues:
  1. Whether the school is closed to open and option enrollment or in-District transfers;
  2. The availability of the requested program at the assigned school;
  3. Whether the school environment or educational process will be disrupted;
  4. Whether there is space available and a specified time can be assigned so as to minimize any conflicts or disruption of the education process;
  5. Whether the Nonpublic School Student meets academic eligibility requirements or course enrollment prerequisites for participation;
  6. Whether the requested program is appropriate for the knowledge level, intellectual maturity, competence, and age of the Nonpublic School Student; and
  7. Whether the requested program is part of an integrated program which cannot be isolated so as to allow participation in the requested program.

- A. A Nonpublic School Student shall be required to be officially enrolled and counted proportionately towards the District's ADA/ADM if such Student requests to participate in the District's programs.
- B. Nonpublic School Students who participate in District programs shall be subject to all District and school policies and rules, including, but not limited to, District and school policies and rules regarding student conduct, discipline, attendance, student fees, student provided materials, equipment and attire, insurance, proof of age and identify, physical examination, and immunizations.
- C. Exempt School Students may participate in those co-curricular activities and extracurricular school-sponsored clubs and activities at the assigned school which are available to students who are enrolled in the District. The exception is any interscholastic athletics or activities as well as any activity or interscholastic athletics under the jurisdiction of the Nebraska School Activities Association. Exempt School Students must be enrolled in a minimum of twenty credit hours of schoolwork per eighteen week semester or its equivalent in two consecutive nine-week semesters in a District high school in order to participate in interscholastic athletics or activities as well as any interscholastic athletics under the jurisdiction of the Nebraska School Activities Association, regardless of the level of participation or competition.
- ~~D. Any Nonpublic School Student requesting participation in more than fifty percent (50%) of District classes on a daily or weekly basis must enroll as a full-time District student and be subject to all requirements of all other full-time students of the District.~~
- ~~E. Nonpublic School Students may participate in those co-curricular activities and extracurricular school-sponsored clubs and activities at the assigned school which are available to students who are enrolled in the District. The exception is any interscholastic athletics or activities as well as any activity or interscholastic athletics under the jurisdiction of the Nebraska School Activities Association.~~
- ~~F. Nonpublic School Students must be enrolled in a minimum of twenty credit hours of schoolwork in a District high school in order to participate in interscholastic athletics or activities as well as any interscholastic athletics under the jurisdiction of the Nebraska School Activities Association, regardless of the level of participation or competition.~~

Related Policies & Rules: [6680](#), [6680.2](#), [6295](#), [6295.1](#), [6670.1](#)

Rule approved: August 4, 2003

Revised: January 22, 2007; November 2, 2009; May 3, 2010;  
February 11, 2011; May 20, 2013; [June 6, 2016](#)

Millard Public Schools  
Omaha, Nebraska

## Curriculum, Instruction, and Assessment

### Nonpublic School Students: Placement, Credits and Grades

6680.2

#### I. Placement

Grade and class placement of Nonpublic School Students requesting enrollment in the District as a full-time student shall be determined by the District. The following factors shall be considered in determining the placement of a Nonpublic School Student:

- A. The age of the student;
- B. A review of the transcript of the program of instruction completed by the Nonpublic School Student which shall be provided by the parents or [legal](#) guardian of the student;
- C. Achievement test scores, which shall be provided to the District by the parents or [legal](#) guardian of the student; and
- D. Records from any schools previously attended by the student.

#### II. Official School Transcripts

The transcript record of the Nonpublic School curriculum may become part of or be incorporated into the official transcript records of the District, noting that the courses were completed in a Nonpublic School setting.

#### III. Credits and Grades

- A. For the purpose of placement and graduation, credits may be given for Nonpublic School curriculum satisfactorily completed, as determined by the District. Credits may not necessarily be given for any Nonpublic School curriculum. In determining whether to give credits for Nonpublic School curriculum, the District may use a review of transcripts from prior schools attended, standardized tests, assessments, and teacher evaluations of student competency in the subject matter. The District may give credits for Nonpublic School curriculum if it is determined that the student demonstrates mastery of the subject matter and completion of course requirements.
- B. Grades awarded to an Nonpublic School Student for completion and evaluation of Nonpublic School curriculum will be utilized in the calculation of the student's grade point average or in determining class rank if Nonpublic School curriculum meets [eD](#)istrict standards.

#### IV. Graduation Requirements

Nonpublic School Students enrolling in or returning to a [eD](#)istrict high school shall meet all of the graduation requirements of the District including the course and credit requirement as well as the District's Essential Learner Outcome (ELO) assessments [of College and Career Readiness](#) in order to receive a [eD](#)istrict diploma.

Related Policies and Rules: [6680](#), [6680.1](#)

Rule Adopted: August 4, 2003  
Revised: May 3, 2010; [June 6, 2016](#)

Millard Public Schools  
Omaha, Nebraska

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Approve PK-12 Counseling Framework: Part I

**MEETING DATE:** June 6, 2016

**DEPARTMENT:** Educational Services

**TITLE:** PK-12 Counseling: Part I

**BRIEF DESCRIPTION:** The PK-12 Counseling Framework: Part I is being presented for approval. The Framework includes: Millard Public Schools Mission and Beliefs; PK-12 Counseling Philosophy and Beliefs; Millard Essential Learner Outcomes (6110.1); PK-12 Wellness Studies Curriculum Planning Committee Members; PK-12 Counseling Curriculum Planning Committee Members; Preschool Counseling Matrix Subcommittee Members, PK-12 Wellness Community Focus Group participants; Timeline for MEP Cycle Procedures; and Millard Public Schools Counseling Overview.

Also included is the PK-12 Counseling Matrix based on the American School Counselor Association's (ASCA) *ASCA Mindsets and Behaviors for Student Success* and the Millard Public Schools PK-12 College and Career Readiness Standards. Nebraska does not currently have counseling standards and indicators but does utilize the *ASCA Mindsets and Behaviors for Student Success* as a recommended guide. All standards and indicators in the matrix are Millard Standards and Indicators.

The appendix includes a proposed course name change at the middle level with a course description and a proposed course update at the high school level.

**ACTION DESIRED:**   X   Approval


**BACKGROUND:** The PK-12 Wellness Curriculum Planning Committee of 46 District members worked toward the completion of Phase I of the MEP Curriculum Cycle. The PK-12 Counseling Framework: Part I is being presented for approval. Part II: Textbook/Instructional Materials Selection will be presented for approval during the 2016-2017 school year.

**RECOMMENDATIONS:** Recommend approval of PK-12 Counseling Framework: Part I

**STRATEGIC PLAN REFERENCE:** N/A

**TIMELINE:** Approval of the PK-12 Counseling Framework: Part I will allow for Phase II to begin in August of 2016

**RESPONSIBLE PERSON(S):** Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, and John Becker

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_  \_\_\_\_\_

# **PK - 12 Counseling Framework**

Part I: PK-12  
June 6, 2016



# **Millard Public Schools**

## **Millard Board of Education**

**Dave Anderson**

**Mike Kennedy**

**Paul Meyer**

**Mike Pate**

**Linda Poole**

**Pat Ricketts**

**Jim Sutfin, Ed.D., Superintendent**

### **Notice of Non-Discrimination**

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147<sup>th</sup> Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

## Table of Contents

Millard Public Schools Mission and Beliefs.....	1
PK-12 Counseling Philosophy and Beliefs.....	1
Millard Essential Learner Outcomes .....	2
PK-12 Wellness Studies Curriculum Planning Committee .....	3
PK-12 Counseling Curriculum Planning Committee .....	4
Preschool Counseling Matrix Subcommittee.....	4
PK-12 Wellness Studies Community Focus Group.....	5
PK-12 Phase I Timeline .....	6
Millard Public Schools Counseling Overview.....	7
Introduction to Counseling Matrix.....	10
Comprehensive Standard 1 .....	11
Comprehensive Standard 2 .....	14
Comprehensive Standard 3 .....	17
Comprehensive Standard 4 .....	21
Comprehensive Standard 5 .....	24
Appendix.....	27
6-8 Proposed Course Change .....	28
6-8 Proposed Course Description .....	28
9-12 Course Update .....	29
9-12 Course Description Update.....	29

## **Millard Public Schools Mission and Beliefs**

### **Millard Public Schools Mission**

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

### **Millard Public Schools Beliefs**

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and engaged citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

### **PK-12 Counseling Philosophy and Beliefs**

In support of the Millard Public School's mission, the comprehensive counseling program will ensure that all students develop academic, career and social/emotional skills necessary to become productive, contributing members of society. Counselors will build relationships and work in partnership with students, parents/guardians, community, and school staff.

School counselors will encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and lifelong learning are necessary for long-term career planning
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning



The Essential Learner Outcomes of the Millard Public Schools are the following:

**MILLARD ESSENTIAL LEARNER OUTCOMES**

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·  
· FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·  
· CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·  
· COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

---

**ACADEMIC SKILLS AND APPLICATIONS**

---

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

**LANGUAGE ARTS**

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will learn and apply writing skills and strategies to communicate.
- Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.
- Students will apply information fluency and practice digital citizenship.

**MATHEMATICS**

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

**SCIENCE**

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

**SOCIAL STUDIES**

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

**FINANCIAL WELL-BEING**

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

**HUMAN RELATIONS**

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

**TECHNOLOGY**

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

**FINE AND PERFORMING ARTS**

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities

---

**PERSONAL DEVELOPMENT AND WELL-BEING**

---

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

---

**COLLEGE AND CAREER READINESS SKILLS**

---

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

**CRITICAL THINKING AND PROBLEM-SOLVING SKILLS**

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

**CREATIVITY AND INNOVATION**

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

**COLLABORATION AND TEAMWORK**

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

**CITIZENSHIP AND PERSONAL RESPONSIBILITY**

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006;

March 2, 2009; March 1, 2010; April 18, 2011

August 19, 2013, November 3, 2014

Millard Public Schools  
Omaha, Nebraska

## PK-12 Wellness Studies Curriculum Planning Committee 2015-2016

Jennifer Albert	Neihardt Elementary	Health Teacher
Debra Ashmore	Wheeler Elementary	Special Education Teacher
Michelleann Avilla	North Middle	Family & Consumer Sciences Teacher
Trenton Bickford	Central Middle	Physical Education Teacher
Sheila Bolmeier	Ron Witt Support Services	Instructional Technology MEP
Alisen Brewer	North Middle	Special Education Teacher
Kelsey Chittenden	West High	Family & Consumer Sciences Teacher
Andrew Cunningham	North High	Physical Education Teacher
Angela Daigle	Ron Witt Support Services	Instructional Technology MEP
Elizabeth Dickson	Beadle Middle	Counselor
Matt Dykstra	Ezra Elementary	Physical Education Teacher
Tara Fabian	Reagan Elementary	Principal
Pam Erixon	Holling Heights Elementary	English Language Learner Specialist
Laurie Fitzpatrick	Sandoz & Upchurch Elementary	Counselor
Angela Hageman	Beadle Middle	Health Teacher
Suzanne Hanish	Kiewit Middle	Family & Consumer Sciences Teacher
Chad Hayes	Don Stroh Administration Center	Student Services Facilitator
Julia Hobbs	Andersen Middle	Family & Consumer Sciences /Health Teacher
Colin Johnston	West High	Physical Education Teacher
Bridget Kowal	Harvey Oaks Elementary	Counselor
Kelsey Kummer	South High	Family & Consumer Sciences /Health Teacher
Stephanie Kurz	Holling Heights Elementary	Health Teacher
Amy Leuschen	Russell Middle	Physical Education Teacher
Dawn Marten	Harvey Oaks Elementary	Principal
Katherine McCarthy	Aldrich Elementary	Health Teacher
Nancy Nielsen	Russell Middle	District Head Nurse
Nicole Nielsen	North Middle	Physical Education Teacher
Mila O'Brien	North High	Family & Consumer Sciences /Health Teacher
Amanda Parker	Horizon High	Counselor
Carrie Peterson	Russell Middle	Family & Consumer Sciences /Health Teacher
Natalie Peterson	South High	Family & Consumer Sciences /Health Teacher
Jennifer Polleck	Wheeler Elementary & Horizon High	School Psychologist
Haley Ryan	North High	Family & Consumer Sciences /Health Teacher
Alan Sarka	Neihardt Elementary	Physical Education Teacher
Loel Schettler	North High	Counselor
Brenda Schmidt	West High	Family & Consumer Sciences /Health Teacher
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Barb Vanderbeek	South High	Family & Consumer Sciences /Health Teacher
Barb Waller	Don Stroh Administration Center	Career & Technical Education Coordinator
Julie Williams	Central Middle	Counselor
Trevor Wragge	South High	Physical Education Teacher

Under the facilitation of John Becker, Monica Hutfles, Ellen Kramer, and Diane Reiners: Millard Public Schools Curriculum and Instruction MEP Facilitators.

In consultation with Mark Feldhausen, Ph.D., Associate Superintendent of Educational Services, Andy DeFreece, Director of Elementary and Early Childhood Education, and Nancy Johnston, Ed.D., Director of Secondary Education.

## **PK-12 Counseling Curriculum Planning Committee 2015-2016**

Debra Ashmore	Wheeler Elementary	Special Education Teacher
Alisen Brewer	North Middle	Special Education Teacher
Angela Daigle	Ron Witt Support Services	Instructional Technology MEP
Sheila Bolmeier	Ron Witt Support Services	Instructional Technology MEP
Elizabeth Dickson	Beadle Middle	School Counselor
Pam Erixon	Holling Heights Elementary	English Language Learner Specialist
Tara Fabian	Reagan Elementary	Principal
Laurie Fitzpatrick	Sandoz/Upchurch Elementary	School Counselor
Chad Hayes	Don Stroh Administration Center	Student Services Facilitator
Bridget Kowal	Harvey Oaks Elementary	School Counselor
Dawn Marten	Harvey Oaks Elementary	Principal
Nancy Nielsen	Russell Middle	District Head Nurse
Amanda Parker	Horizon High	School Counselor
Jennifer Pollock	Horizon High	Psychologist
Paige Roberts	Reeder Elementary	Principal
Loel Schettler	Millard North High	School Counselor
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Barb Waller	Don Stroh Administration Center	Career & Technical Education Coordinator
Julie Williams	Central Middle	School Counselor

## **Preschool Counseling Matrix Subcommittee**

John Barta	Sandoz Elementary	Physical Education Teacher
Cheris Kite	Ron Witt Support Services	Curriculum & Instruction Facilitator
Colette Schweers	Sandoz Elementary	Preschool Teacher
Laura Snyder	Rockwell Elementary	Preschool Teacher
Shaun Tevis	Rockwell Elementary	Physical Education Teacher

Under the facilitation of John Becker, Curriculum and Instruction MEP Facilitator, with consultation of Barb Waller, Coordinator of Career and Technical Education.

## **PK-12 Wellness Studies Community Focus Group**

Steven Abraham	Rabbi	Beth El Synagogue
Nancy Burkhart	Community Member	Nebraska Department of Education
Megan Hall	Community Member	HyVee Dietitian
Theo Hudalla	Pastor	Stone Bridge Church
Dr. Ann Luther	Post-Secondary Representative	UNO Counseling Department Chair
John Madvig	Reverend	Community Covenant Church
Janet Martin	Parent	Millard North High School
Peg Millerbernd	Nurse, Parent	Ackerman Elementary School
Michelle Patterson	Parent	Aldrich Elementary School
		Kiewit Middle School
Kirk Rasmussen	Parent	Millard North Middle School
		Millard North High School
Paul Tomaso	Deacon	St. Stephen the Martyr
Gina Wiitanen	Parent	Millard Public Schools

Under the facilitation of John Becker, Monica Hutfles, Ellen Kramer, and Diane Reiners, Curriculum and Instruction MEP Facilitators.

In consultation with Mark Feldhausen, Ph.D., Associate Superintendent of Educational Services, Andy DeFreece, Director of Elementary and Early Childhood Education, and Nancy Johnston, Ed.D., Director of Secondary Education.

### **Timeline for MEP Cycle Procedures PK-12 Wellness Studies**

September 24, 2015	PK-12 Wellness Studies Curriculum Planning Committee: provided Phase I overview and orientation to Google Drive folder documents
October 20, 2015	PK-12 Wellness Studies Curriculum Planning Committee: met to determine research areas based on current data, education trends, and critical issues
November 5, 2015	Research groups: conducted research in the following areas: <ul style="list-style-type: none"> <li>• College and Career Readiness</li> <li>• Wellness Concepts (emotional, physical, and social wellbeing)</li> <li>• Counseling, Family &amp; Consumer Sciences, Health and Physical Education</li> <li>• Effective Instructional Practices</li> </ul>
February 8, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
February 9, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to synthesize research findings and curricular group drafted scope and sequence of counseling curriculum
February 23, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to draft scope and sequence of counseling curriculum
March 3, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to finish scope and sequence of counseling curriculum, and write the Counseling Philosophy Statement
March 14, 2016	PK-12 Counseling Curriculum Planning Committee: met to finish scope and sequence of counseling curriculum, and write the Counseling Philosophy Statement
April 7, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
June 6, 2016	Counseling Framework submitted to Board of Education for approval

## **Millard Public Schools Counseling Overview**

A comprehensive school counseling program is an integral component of the Millard Public School's Mission. The counseling program is driven by student data and based on standards that help students achieve their highest potential. It is a developmentally appropriate delivery system that incorporates the American School Counselor Association's (ASCA) Mindsets and Behaviors for Student Success and the Millard Public Schools PK-12 College and Career Readiness Standards and Indicators that enhance the learning process and nurtures student success. The counseling program is both proactive and preventative.

### **Delivery System**

The developmentally appropriate delivery system includes the following four components.

- **School Counseling Core Curriculum** ensures that all students acquire the knowledge, attitude, and skills necessary for academic success, college and career readiness, and social/emotional development. This can be accomplished through classroom counseling lessons, small group counseling, individual student planning, and/or special programs.
- **Individual Student Planning** includes input from parents and school staff and provides support tailored to each student's unique needs. Students may plan personal, educational, and/or college and career goals through individual and group lessons, advisement, and transition activities.
- **Responsive Services** address the direct, immediate concerns of students, parents, and/or staff. The purpose of response services is to help students whose problems interfere with their learning and academic, social/emotional, and career success. This can be accomplished through participation in individual and small group counseling, consultation with parents or guardians, teachers or other specialists, referral to other programs or agencies, and crisis counseling.
- **Indirect Student Services** enables the school counseling process to be effective through leadership and advocacy, consultation, collaboration, program management and professional development. In addition, school counseling provides appropriate support to other programs in the school.

Counselors will differentiate these components of program delivery to meet the unique needs of students. This will include making accommodations to the counseling curriculum, providing support for social/emotional development, and advocating for all students.

### Domain Explanation

The Millard Public Schools Standards reflect three broad domains: academic, career and social/emotional development. These domains enhance the learning process for students and create a culture of college and career readiness for all students. Each standard can apply to any of the three domains. The school counselor will select which domain is applicable based on the needs of the school, classroom, small group or individual.

The following are the three domains with a brief description.

1. Academic Development relates to standards and indicators guiding the school counseling program to implement strategies and activities to support and maximize each student's ability to learn.
2. Career Development relates to standards and indicators guiding school counseling programs to help students understand the connection between school and the world of work and plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
3. Social/Emotional Development relates to standards and indicators guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

### Counseling Standards

The Curriculum Planning Committee utilized multiple resources in the creation of the five new Millard Public Schools Standards, including the American School Counselor Association's (ASCA) Mindsets and Behaviors for Student Success and the Millard Public School's (MPS) College and Career Readiness Standards. The five standards are:

1. Students will acquire the knowledge and skills that contribute to positive engagement and meaningful learning in school and throughout life.
2. Students will apply the knowledge, attitudes, and interpersonal skills acquired to help them understand and respect self and others.
3. Students will demonstrate skills that promote positive wellbeing and personal success.
4. Students will plan for and make successful transitions within school levels and from school to postsecondary education and/or the world of work.
5. Students will investigate the world of work in relation to knowledge of self and make informed career decisions.

### Categories:

Each standard is divided into three categories. The categories are listed below with a brief description.

1. Learning Strategies include processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
2. Self-Management Skills include focusing on a goal despite obstacles (grit or perseverance) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
3. Social Skills include acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

### Sample Distribution of Total School Counselor Time

Counselors must allocate their time to insure that all standards and indicators are met within the four components of the delivery system. Millard counselors should apply the allocation of time/tasks as identified in the chart below. These allocations help to accommodate all components of the framework and to insure proactive instruction. The standards and indicators identified in the framework document the minimum services provided by Millard school counselors. In schools where additional counseling time is available, multiple lessons may be delivered to support the outcomes.

<b>Sample Distribution of Total School Counselor Time</b>					
		<b>Delivery System Component</b>	<b>Elementary</b>	<b>Middle</b>	<b>High School</b>
Direct Student Services: <ul style="list-style-type: none"> <li>● School Counseling</li> <li>● Curriculum &amp; Instruction</li> <li>● Individual Student Services</li> <li>● Responsive Services</li> </ul> Indirect Student Services: <ul style="list-style-type: none"> <li>● Referrals</li> <li>● RtI+I Model: Roles &amp; Responsibilities               <ul style="list-style-type: none"> <li>○ Consultation</li> <li>○ Collaboration</li> </ul> </li> </ul>	80% or more	Guidance Curriculum	35-45%	25-35%	15-25%
		Individual Student Planning	5-10%	15-25%	25-35%
		Responsive Services	30-40%	30-40%	25-35%
	20% or less	System Support	10-15%	10-15%	15-20%

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.

American School Counselor Association (2012). The ASCA National Model: A Framework for School Counseling Programs, Third Edition. Alexandria, VA: Author.



## Introduction to the PK-12 Counseling Matrix

### Introduction

The matrix displays the Millard Public Schools Counseling Standards and Indicators created through the PK-12 Wellness Curriculum Planning Committee, showing the scope and sequence of the standards. Multiple resources were utilized in the creation of the standards including the American School Counselor Association's (ASCA) *ASCA Mindsets and Behaviors for Student Success* and the Millard Public Schools PK-12 College and Career Readiness Standards. Nebraska does not currently have counseling standards and indicators but does utilize the *ASCA Mindsets and Behaviors for Student Success* for their recommended guide. Therefore, all standards and indicators within the matrix are Millard Standards and Indicators.

The matrix documents five standards with each divided into three categories: Learning Strategies, Self-Management Skills, and Social Skills.

### Legend

Millard's Counseling Standards are divided into individual grade levels for elementary and represent the content that must be taught at those individual grade levels. At the secondary level, they are divided into 6-8 and 9-12 grade bands. These must be taught during the grades within each band.

- Cell without shading: Millard or State concept standard or indicator exists
- Shaded Cell: No Millard or State concept standard or indicator exists

### Nomenclature

The PK-12 Counseling Standards and Indicators are sequenced in the following matrix. Each section leads with a Comprehensive Standard and are followed by specific standards and indicators as noted. Standards are in bold print throughout the matrix. The nomenclature is as follows:

C	Counseling
M	Millard Standard
AS	Academic Seminar
PK-5, 8, 12	Grade Level
1-5	Comprehensive Standard
1	Standard 1
a	Indicator a

### Examples

C M AS 08.1.1.c	C	=	Counseling
	M	=	Millard Standard
	AS	=	Academic Seminar
	08	=	Grade 8
	1	=	Comprehensive Standard 1
	1	=	Standard 1
	c	=	Indicator c
C M 01.4.3.a	C	=	Counseling
	M	=	Millard Standard
	01	=	Grade 1
	4	=	Comprehensive Standard 4
	3	=	Standard 3
	a	=	Indicator a

<b>K-12 Comprehensive Standard 1:</b> Students will acquire the knowledge and skills that contribute to positive engagement and meaningful learning in school and throughout life.							
<b>Grade/Course Level Standards</b>							
<b>Category</b>	<b>Preschool</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Learning Strategies</b>	<b>C M PK.1.1</b> Students will practice the ability to actively listen and follow directions.	<b>C M K.1.1</b> Students will demonstrate the ability to actively listen and follow directions.	<b>C M 01.1.1</b> Students will demonstrate the ability to actively listen and follow directions.	<b>C M 02.1.1</b> Students will demonstrate the ability to actively listen and follow directions.	<b>C M 03.1.1</b> Students will demonstrate effective work habits and test taking skills.	<b>C M 04.1.1</b> Students will identify and apply time management, organizational, and study skills.	<b>C M 05.1.1</b> Students will identify and apply time management, organizational, and study skills.
<b>Self-Management Skills</b>	<b>C M PK.1.2</b> Students will begin to understand how effort and perseverance are important to learning and achieving goals.	<b>C M K.1.2</b> Students will understand how effort and perseverance are important to learning and achieving goals.	<b>C M 01.1.2</b> Students will understand how effort and perseverance are important to learning and achieving goals.	<b>C M 02.1.2</b> Students will understand how effort and perseverance are important to learning achieving goals.	<b>C M 03.1.2</b> Students will practice goal setting and perseverance to complete learning tasks.	<b>C M 04.1.2</b> Students will practice goal setting and perseverance to complete learning tasks.	<b>C M 05.1.2</b> Students will practice goal setting and perseverance to complete learning tasks.
		<b>C M K.1.2.a</b> Explore the meaning of setting and achieving a classroom goal	<b>C M 01.1.2.a</b> Explore the meaning of setting a classroom goal, determining if it is achievable, and measuring if it has been met	<b>C M 02.1.2.a</b> Explore the meaning of setting and achieving a classroom goal while utilizing MPS S.M.A.R.T. Goal language (Specific, Measurable, Achievable, Real, Timed)	<b>C M 03.1.2.a</b> Understand the meaning and create an individual S.M.A.R.T. Goal using the MPS 3-5 S.M.A.R.T. Goal language (Specific, Measurable, Achievable, Real, Timed)	<b>C M 04.1.2.a</b> Create an individual S.M.A.R.T. Goal using the MPS 3-5 S.M.A.R.T. Goal language (Specific, Measurable, Achievable, Real, Timed), monitor progress, and determine success in meeting the goal	<b>C M 05.1.2.a</b> Create an individual S.M.A.R.T. Goal using the MPS 3-5 S.M.A.R.T. Goal language (Specific, Measurable, Achievable, Real, Timed), monitor progress, and determine success in meeting the goal
<b>Social Skills</b>	<b>C M PK.1.3</b> Students will create relationships with adults that support success.	<b>C M K.1.3</b> Students will create peer and adult relationships that support success.	<b>C M 01.1.3</b> Students will create peer and adult relationships that support success.	<b>C M 02.1.3</b> Students will create peer and adult relationships that support success.	<b>C M 03.1.3</b> Students will create peer and adult relationships that support success.	<b>C M 04.1.3</b> Students will create and sustain peer and adult relationships that support academic success.	<b>C M 05.1.3</b> Students will create and sustain peer and adult relationships that support academic success.

**K-12 Comprehensive Standard 1:**  
Students will acquire the knowledge and skills that contribute to positive engagement and meaningful learning in school and throughout life.

**Grade/Course Level Standards**

<b>Category</b>	<b>Grade 5</b>	<b>Grades 6-8</b>	<b>Academic Seminar 8</b>	<b>Grades 9-12</b>	<b>Academic Seminar</b>
<b>Learning Strategies</b>	<b>C M 05.1.1</b> Students will identify and apply time management, organizational, and study skills.	<b>C M 08.1.1</b> Students will gather evidence and consider multiple perspectives to make informed decisions.	<b>C M AS 8.1.1</b> Students will recognize perspectives by examining stereotypes and cultural differences related to career choices.	<b>C M 12.1.1</b> Students will gather evidence and consider multiple perspectives to make informed decisions.	<b>C M AS 12.1.1</b> Students will analyze perspectives by recognizing stereotypes and cultural differences related to career choices.
<b>Self-Management Skills</b>	<b>C M 05.1.2</b> Students will practice goal setting and perseverance to complete learning tasks.	<b>C M 08.1.2</b> Students will identify long and short term academic, career, and social/emotional goals.	<b>C M AS 08.1.2</b> Students will establish an academic plan for achieving their career goals.	<b>C M 12.1.2</b> Students will identify long and short term academic, career, and social/emotional goals.	<b>C M AS 12.1.2</b> Students will establish an academic plan for achieving their career goals.
	C M 05.1.2.a Create an individual S.M.A.R.T. Goal using the MPS 3-5 S.M.A.R.T. Goal language (Specific, Measurable, Achievable, Real, Timed), monitor progress, and determine success in meeting the goal	C M 08.1.2.a Create S.M.A.R.T. Goals using the MPS 6-8 S.M.A.R.T. Goal language (Specific, Measurable, Achievable, Real, Timed) as defined in the Middle School Personal Learning Plan expectations		C M 12.1.2.a Create S.M.A.R.T. Goals using the MPS 9-12 S.M.A.R.T. Goal language (Specific and Strategic, Measurable, Attainable, Results-Oriented, Time-bound) as defined in the High School Personal Learning Plan expectations	
		C M 08.1.2.b Explore and apply time-management, organizational, and study skills	C M AS 08.1.2.a Practice strategies for academic success (e.g. being prepared, meeting deadlines, note taking etc.)	C M 12.1.2.b Explore and apply time-management, organizational, and study skills	C M AS 12.1.2.a Practice strategies for academic success (e.g. test preparation, test-taking strategies, create patterns and mental models, address complex problems and issues etc.)
		C M 08.1.2.c Participate in enrichment and extracurricular activities		C M 12.1.2.c Participate in enrichment and extracurricular activities	

<b>Self-Management Skills</b>				C M 12.1.2.d Apply self-motivation and self-direction to learning	C M AS 12.1.2.b Cultivate a growth mindset (e.g., goal setting, recognizing incremental success, etc.)
		C M 08.1.2.d Set high standards of academic performance and rigor		C M 12.1.2.e Set high standards of academic performance and rigor	
		C M 08.1.2.e Establish and execute plans to completion and persevere when faced with setbacks (CCR M 8.4 H)		C M 12.1.2.f Establish, monitor, and adjust plans to completion and persevere when faced with setbacks	
		C M 08.1.2.f Demonstrate the ability to balance school, home, and community activities		C M 12.1.2.g Demonstrate the ability to balance school, home, and community activities	
		C M 8.1.2.g Demonstrate ability to work independently		C M 12.1.2.h Demonstrate ability to work independently	
<b>Social Skills</b>	<b>C M 05.1.3</b> <b>Students will create and sustain peer and adult relationships that support academic success.</b>	<b>C M 8.1.3</b> <b>Students will create and sustain peer and adult relationships to support academic success.</b>		<b>C M 12.1.3</b> <b>Students will create and sustain peer, adult, and community relationships that support academic and career success.</b>	
		C M 08.1.3.a Develop social and emotional skills in order to create and promote strong and fulfilling relationships with self and others	C M AS 8.1.3.a Practice responsible interactions with peers (e.g. assertiveness, active listening, group and social responsibility, ethical behaviors, controversial viewpoints, etc.)	C M 12.1.3.a Develop social and emotional skills in order to create and promote strong and fulfilling relationships with self and others	C M AS 12.1.3.a Interact responsibly with peers and others (e.g. assertiveness, active listening, group and social responsibility, ethical behaviors, controversial viewpoints, etc.)
				C M 12.1.3.b Use effective oral and written communication and listening skills	

<b>K-12 Comprehensive Standard 2:</b> Students will apply the knowledge, attitudes, and interpersonal skills acquired to help them understand and respect self and others.							
<b>Grade/Course Level Standards</b>							
<b>Category</b>	<b>Preschool</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Learning Strategies</b>				<b>C M 02.2.1</b> Students will learn problem solving and decision making skills.	<b>C M 03.2.1</b> Students will expand problem solving and decision making skills.	<b>C M 04.2.1</b> Students will demonstrate critical thinking skills to make informed choices. (e.g., peers)	<b>C M 05.2.1</b> Students will demonstrate critical thinking skills to make informed choices. (e.g., peers)
<b>Self-Management Skills</b>	<b>C M PK.02.2</b> Students will practice self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M K.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M 01.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M 02.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M 03.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M 04.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M 05.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).
	<b>C M PK.2.3</b> Students will develop a positive attitude towards self.	<b>C M K.2.3</b> Students will develop a positive attitude towards self.	<b>C M 01.2.3</b> Students will develop a positive attitude towards self.	<b>C M 02.2.3</b> Students will develop a positive attitude towards self.	<b>C M 03.2.3</b> Students will demonstrate a positive attitude towards self.	<b>C M 04.2.3</b> Students will demonstrate a positive attitude towards self.	<b>C M 05.2.3</b> Students will demonstrate a positive attitude towards self.
<b>Social Skills</b>	<b>C M PK.2.4</b> Students will begin to learn and practice ways to cooperate.	<b>C M K.2.4</b> Students will learn and practice ways to cooperate.	<b>C M 01.2.4</b> Students will learn and practice ways to cooperate.	<b>C M 02.2.4</b> Students will learn and practice ways to cooperate.	<b>C M 03.2.4</b> Students will develop effective collaboration and cooperation skills.	<b>C M 04.2.4</b> Students will develop effective collaboration and cooperation skills.	<b>C M 05.2.4</b> Students will demonstrate effective collaboration and cooperation skills.
	<b>C M PK.2.4.a</b> Create positive relationships with other students	<b>C M K.2.4.a</b> Create positive relationships with other students	<b>C M 01.2.4.a</b> Develop positive relationships with other students	<b>C M 02.2.4.a</b> Maintain positive relationships with other students	<b>C M 03.2.4.a</b> Maintain positive relationships with others, including how to resolve conflicts	<b>C M 04.2.4.a</b> Maintain positive relationships with others, including how to resolve conflicts	<b>C M 05.2.4.a</b> Maintain positive and supportive relationships with others, including how to resolve conflict
			<b>C M 01.2.4.a</b> Understand how to show empathy towards others	<b>C M 02.2.4.a</b> Practice showing empathy towards others	<b>C M 03.2.4.b</b> Demonstrate empathy	<b>C M 04.2.4.b</b> Demonstrate empathy	<b>C M 05.2.4.b</b> Demonstrate empathy

**K-12 Comprehensive Standard 2:**

Students will apply the knowledge, attitudes, and interpersonal skills acquired to help them understand and respect self and others.

**Grade/Course Level Standards**

<b>Category</b>	<b>Grade 5</b>	<b>Grades 6-8</b>	<b>Academic Seminar 8</b>	<b>Grades 9-12</b>	<b>Academic Seminar</b>
<b>Learning Strategies</b>	<b>C M 05.2.1</b> Students will demonstrate critical thinking skills to make informed choices. (e.g., peers)	<b>C M 08.2.1</b> Students will demonstrate critical-thinking skills to make informed decisions. (e.g., multiple perspectives, respect, cooperative)		<b>C M 12.2.1</b> Students will demonstrate critical-thinking skills to make informed decisions. (e.g., multiple perspectives, respect, cooperative)	
<b>Self-Management Skills</b>	<b>C M 05.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M 08.2.2</b> Students will use self-advocacy skills (e.g., assert oneself, persistent, self-control, fair, polite, service).		<b>C M 12.2.2</b> Students will advocate for self and others (e.g., assert oneself, persistent, self-control, fair, polite, service).	
	<b>C M 05.2.3</b> Students will demonstrate a positive attitude towards self.	<b>C M 08.2.3</b> Students will practice the attributes of integrity, self-discipline, loyalty, and positive attitude.		<b>C M 12.2.3</b> Students will demonstrate the attributes of integrity, self-discipline, loyalty, and positive attitude.	
<b>Social Skills</b>	<b>C M 05.2.4</b> Students will demonstrate effective collaboration and cooperation skills.	<b>C M 08.2.4</b> Students will create and sustain positive and supportive relationships with peers and adults.		<b>C M 12.2.4</b> Students will create and sustain positive and supportive relationships with peers, adults, and community members.	
	C M 05.2.4.a Maintain positive and supportive relationships with others, including how to resolve conflict				
	C M 05.2.4.b Demonstrate empathy	C M 08.2.5.a Demonstrate empathy		C M 12.2.5.a Demonstrate empathy	

<b>Social Skills</b>		<b>C M 08.2.5</b> <b>Students will use effective collaboration and cooperation skills. (e.g., dependable, self-control, fair, polite, conflict resolution)</b>		<b>C M 12.2.5</b> <b>Students will use effective collaboration and cooperation skills. (e.g., dependable, self-control, fair, polite, conflict resolution)</b>	
		C M 08.2.5.a Use leadership and teamwork skills to work effectively in diverse teams. (e.g., conflict resolution)		C M 12.2.5.a Use leadership and teamwork skills to work effectively in diverse teams (e.g., conflict resolution)	

**K-12 Comprehensive Standard 3:**

Students will demonstrate skills that promote positive wellbeing and personal success.

**Grade/Course Level Standards**

<b>Category</b>	<b>Preschool</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Learning Strategies</b>	<b>C M PK.3.1</b> Students will begin to identify and express feelings appropriately.	<b>C M K.3.1</b> Students will identify and express feelings appropriately.	<b>C M 01.3.1</b> Students will identify and express feelings appropriately.	<b>C M 02.3.1</b> Students will manage and express feelings appropriately.	<b>C M 03.2.1</b> Students will manage and express feelings appropriately.	<b>C M 04.2.1</b> Students will identify signs of stress and demonstrate effective coping skills.	<b>C M 05.2.1</b> Students will understand the impact of stress and difficult life events on personal wellbeing.
	<b>C M PK.3.2</b> Demonstrate creativity (e.g., open to new ideas).	<b>C M K.3.2</b> Demonstrate creativity (e.g., open to new ideas).	<b>C M 01.3.2</b> Demonstrate creativity (e.g., be open to new ideas).	<b>C M 02.3.2</b> Demonstrate creativity and innovation. (e.g., open to new ideas).	<b>C M 03.3.2</b> Demonstrate creativity and innovation (e.g., open to new ideas, be creative for a purpose).	<b>C M 04.3.2</b> Demonstrate creativity and innovation (e.g., open to new ideas, be creative for a purpose).	<b>C M 05.3.2</b> Demonstrate creativity and innovation (e.g., open to new ideas, be creative for a purpose).
	<b>C M PK.3.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M K.3.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M 01.3.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M 02.3.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M 03.3.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M 04.3.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M 05.5.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).
<b>Self-Management Skills</b>	<b>C M PK.3.4</b> Students will begin to learn personal safety skills that promote a healthy wellbeing.	<b>C M K.3.4</b> Students will learn personal safety skills that promote a healthy wellbeing.	<b>C M 01.3.4</b> Students will understand the importance of setting boundaries to protect personal rights and privacy.	<b>C M 02.3.4</b> Students will understand the importance of setting boundaries to protect personal rights and privacy.	<b>C M 03.3.4</b> Students will demonstrate the ability to set boundaries and make healthy choices.	<b>C M 04.3.4</b> Students will demonstrate the ability to balance school, home, and activities.	<b>C M 05.3.4</b> Students will demonstrate the ability to balance school, home, and activities.



<b>Social Skills</b>					<b>C M 03.3.5</b> <b>Students will recognize the significance of healthy relationships on their lives.</b>	<b>C M 04.3.5</b> <b>Students will recognize the significance of healthy relationships on their lives.</b>	<b>C M 05.3.5</b> <b>Students will recognize the significance of healthy relationships on their lives.</b>
----------------------	--	--	--	--	---	---	---

<b>K-12 Comprehensive Standard 3:</b>					
Students will demonstrate skills that promote positive wellbeing and personal success.					
<b>Grade/Course Level Standards</b>					
Category	Grade 5	Grades 6-8	Academic Seminar 8	Grades 9-12	Academic Seminar
<b>Learning Strategies</b>	<b>C M 05.3.1</b> Students will understand the impact of stress and difficult life events on personal wellbeing.	<b>C M 08.3.1</b> Students will practice methods to regulate emotions.		<b>C M 12.3.1</b> Students will apply methods to regulate emotions.	
	<b>C M 05.3.2</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M 08.3.2</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment.		<b>C M 12.3.2</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment.	
		<b>C M 08.3.3</b> Students will practice critical-thinking skills to make informed decisions related to personal wellbeing and success.		<b>C M 12.3.3</b> Students will apply critical-thinking skills to make informed decisions related to personal wellbeing and success.	
	<b>C M 05.3.3</b> Demonstrate creativity and innovation (e.g., open to new ideas, be creative for a purpose).	<b>C M 08.3.4</b> Students will demonstrate creativity and innovation (e.g, developing and idea, creating a plan, producing a result).		<b>C M 12.3.4</b> Students will demonstrate creativity and innovation (e.g., curb the creative process, implementation, constraints, timelines).	
<b>Self-Management Skills</b>	<b>C M 05.3.4</b> Students will demonstrate the ability to balance school, home, and activities.	<b>C M 08.3.5</b> Students will demonstrate ability to be responsible for oneself.		<b>C M 08.3.5</b> Students will demonstrate ability to be responsible for oneself.	
		<b>C M 08.3.5.a</b> Explore and demonstrate personal safety and coping skills		<b>C M 12.3.5.a</b> Demonstrate personal safety and coping skills	

<b>Self-Management Skills</b>		C M 08.3.5.b Understand risky and/or dangerous behaviors and know when/where to seek help		C M 12.3.5.b Understand risky and/or dangerous behaviors, know when to seek help and advocate for healthy social practices	
		C M 08.3.5.c Explore and develop the attributes of integrity, self-discipline, and positive attitude (CCR M 8.4.F)		C M 12.3.5.c Develop the attributes of integrity, self-discipline, and positive attitude (CCR M 12.4.F)	
		<b>C M 08.3.6</b> <b>Students will advocate for personal wellbeing and success.</b>		<b>C M 12.3.6</b> <b>Students will advocate for personal wellbeing and success.</b>	
<b>Social Skills</b>	<b>C M 05.3.5</b> <b>Students will recognize the significance of healthy relationships on their lives.</b>	<b>C M 08.3.7</b> <b>Students will examine the impact of positive and negative relationships on their lives.</b>		<b>C M 12.3.7</b> <b>Students will evaluate the positive and negative relationships to maintain personal wellbeing and success.</b>	

<b>K-12 Comprehensive Standard 4:</b> Students will plan for and make successful transitions within school levels and from school to post-secondary education and/or the world of work.							
<b>Grade/Course Level Standards</b>							
<b>Category</b>	<b>Preschool</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Learning Strategies</b>	<b>C M PK.4.1</b> Students will acquire social and pre-academic skills necessary for a successful transition to kindergarten.	<b>C M K.4.1</b> Students will acquire academic skills necessary for a successful transition throughout elementary school.	<b>C M 01.4.1</b> Students will acquire academic skills necessary for a successful transition throughout elementary school.	<b>C M 02.4.1</b> Students will acquire academic skills necessary for a successful transition throughout elementary school.	<b>C M 03.4.1</b> Students will acquire academic skills necessary for a successful transition throughout elementary school.	<b>C M 04.4.1</b> Students will acquire academic skills necessary for a successful transition throughout elementary school.	<b>C M 05.4.1</b> Students will acquire academic and cognitive skills necessary for a successful transition to middle school.
<b>Self-Management Skills</b>	<b>C M PK.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M K.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M 01.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M 02.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M 03.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M 04.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M 05.4.2</b> Students will adapt to changing situations and responsibilities.
<b>Social Skills</b>		<b>C M K.4.3</b> Students will maintain relationships that support transitions (e.g., the value of friendships, extracurricular activities).	<b>C M 01.4.3</b> Students will maintain relationships that support transitions (e.g., the value of friendships, extracurricular activities).	<b>C M 02.4.3</b> Students will maintain relationships that support transitions (e.g., the value of friendships, extracurricular activities).	<b>C M 03.4.3</b> Students will maintain relationships that support transitions (e.g., the value of friendships, extracurricular activities).	<b>C M 04.4.3</b> Students will maintain relationships that support transitions (e.g., the value of friendships, extracurricular activities).	<b>C M 05.4.3</b> Students will maintain relationships that support transitions (e.g., the value of friendships, extracurricular activities).

<b>K-12 Comprehensive Standard 4:</b>					
Students will plan for and make successful transitions within school levels and from school to post-secondary education and/or the world of work.					
<b>Grade/Course Level Standards</b>					
Category	Grade 5	Grades 6-8	Academic Seminar 8	Grades 9-12	Academic Seminar
<b>Learning Strategies</b>	<b>C M 05.4.1</b> Students will acquire academic and cognitive skills necessary for a successful transition to middle school.	<b>C M 08.4.1</b> Students will use critical-thinking skills to make academic decisions.	<b>C M AS 08.4.1</b> Students will analyze the impact of their academic performance on their future (e.g. GPA, rigorous courses, etc.).	<b>C M 12.4.1</b> Students will engage in challenging coursework to prepare for postsecondary plans.	<b>C M AS 12.4.1</b> Students will engage in personal academic challenge.
		<b>C M 08.4.2</b> Students will identify community, curricular, and co-curricular activities to develop interests and abilities.		<b>C M 12.4.2</b> Identify community, curricular, and co-curricular activities to develop interests and abilities	
		<b>C M 08.4.3</b> Students will explore post-secondary options consistent with interests and achievements.	<b>C M AS 08.4.2</b> Students will explore career options through the Nebraska Career Education Model and recognize personal career interest by completing the Career Interest Inventory.	<b>C M 12.4.3</b> Identify and use resources to explore post-high school options consistent with interests achievements, and aptitude.	
			CM AS 08.4.2.a Recognize credentials needed for career pathways (schooling, training, experience, etc.).		
<b>Self-Management Skills</b>		<b>C M 08.4.4</b> Students will demonstrate ability to assume responsibility, self-discipline, work independently and self-control.	<b>C M AS 08.4.3</b> Students will develop strategies to strengthen perseverance for academic success (e.g. breaking down tasks into incremental steps, seek academic support).	<b>C M 12.4.4</b> Students will demonstrate perseverance to achieve long- and short-term goals to prepare for the future.	

<b>Self-Management Skills</b>	<b>C M 05.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M 08.4.5</b> Students will demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.		<b>C M 12.4.5</b> Students will demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	
<b>Social Skills</b>		<b>C M 08.4.6</b> Students will create and maintain relationships with adults who support transitions.		<b>C M 12.4.4</b> Students will create and maintain relationships with adults who support transitions.	
	<b>C M 05.4.3</b> Students will maintain relationships that support transitions. (e.g., the value of friendships, extracurricular activities)	<b>C M 08.4.7</b> Students will maintain relationships that support transitions. (e.g., the value of friendships, extracurricular activities)		<b>C M 12.4.5</b> Students will maintain relationships that support transitions. (e.g., the value of friendships, extracurricular activities)	

<b>K-12 Comprehensive Standard 5:</b>							
Students will investigate the world of work in relation to knowledge of self and make informed career decisions.							
<b>Grade/Course Level Standards</b>							
<b>Category</b>	<b>Preschool</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Learning Strategies</b>	<b>C M PK.5.1</b> Students will learn about and recognize a variety of jobs in the community.	<b>C M K.5.1</b> Students will learn about and recognize a variety of career pathways.	<b>C M 01.5.1</b> Students will learn about and recognize a variety of career pathways.	<b>C M 02.5.1</b> Students will learn about and recognize a variety of career pathways.	<b>C M 03.5.1</b> Students will evaluate how various career pathways connect to personal strengths and self-knowledge.	<b>C M 04.5.1</b> Students will evaluate how various career pathways connect to personal strengths and self-knowledge.	<b>C M 05.5.1</b> Students will locate and evaluate career information and connect to future short term and long term career goals.
<b>Self-Management Skills</b>	<b>C M PK.5.2</b> Students will begin to understand how working at school is a student's job.	<b>C M K.5.2</b> Students will describe how working at school is a student's job.	<b>C M 01.5.2</b> Students will demonstrate a positive attitude towards work and school.	<b>C M 02.5.2</b> Students will describe the relationship between school tasks and skills that are necessary for success in a career.	<b>C M 03.5.2</b> Students will describe the relationship between school tasks and skills that are necessary for success in a career.	<b>C M 04.5.2</b> Students will understand the relationship between education, training, and the world of work.	<b>C M 05.5.2</b> Students will understand the relationship between education, training, and the world of work.
<b>Social Skills</b>					<b>C M 03.5.3</b> Students will develop leadership and teamwork skills to work effectively in diverse teams.	<b>C M 04.5.3</b> Students will develop leadership and teamwork skills to work effectively in diverse teams.	<b>C M 05.5.3</b> Students will develop leadership and teamwork skills to work effectively in diverse teams.

**K-12 Comprehensive Standard 5:**

Students will investigate the world of work in relation to knowledge of self and make informed career decisions.

**Grade/Course Level Standards**

<b>Category</b>	<b>Grade 5</b>	<b>Grades 6-8</b>	<b>Academic Seminar 8</b>	<b>Grades 9-12</b>	<b>Academic Seminar</b>
<b>Learning Strategies</b>	<b>C M 05.5.1</b> Students will locate and evaluate career information and connect to future short term and long term career goals.	<b>C M 08.5.1</b> Students will apply career information and connect to future short term and long term career goals.	<b>C M AS 08.5.1</b> Students will apply career information and connect to future short term and long term career goals.	<b>C M 12.5.1</b> Students will evaluate career information and connect to future short term and long term career goals.	<b>C M AS 12.5.1</b> Students will evaluate career information and connect to future short term and long term career goals.
		C M 08.5.1.a Gather evidence and consider multiple perspectives to make informed career decisions	C M AS 08.5.1.a Explore career clusters and pathways to recognize employment opportunities and preparation needed	C M 12.5.1.a Make career choices based on interest inventories, aptitude tests, internships, and career exploration	C M 12.5.1.a Create high school academic plans and postsecondary plans to support career goals
			C M AS 08.5.1.b Identify high school courses that align with each career pathway		
			C M AS 08.5.1.c Make career choices, academic plans, and career plans based on inventories and aptitudes		
		C M 08.5.1.b Complete the 6-8 Personal Learning Plan (PLP) according to guidelines and expectations	C M 8.5.1.d Utilize the reflection tools within the Personal Learning Plan (PLP) to identify short and long term goals related to academic planning	C M 12.5.1.b Complete the 9-12 Personal Learning Plan (PLP) according to guidelines and expectations	C M 12.5.1.b Utilize the reflection tools within the Personal Learning Plan (PLP) to identify short and long term goals related to academic planning
	<b>C M 05.5.2</b> Students will understand the relationship between education, training, and the world of work.	<b>C M 05.5.2</b> Students will examine the relationship between education, training, and the world of work.		<b>C M 05.5.2</b> Students will examine the relationship between education, training, and the world of work.	



<b>Social Skills</b>	<b>C M 05.5.3</b> Students will develop leadership and teamwork skills to work effectively in diverse teams.	<b>C M 08.5.3</b> Students will demonstrate social maturity and behaviors appropriate to the situation and career environment.	<b>C M AS 08.5.3</b> Students will demonstrate social maturity and behaviors appropriate to the situation and career environment.	<b>C M 12.5.3</b> Students will demonstrate social maturity and behaviors appropriate to the situation and career environment.	
			C M AS 08.5.3.a Practice job seeking skills such as completing applications and interviews	C M 12.5.3.a Use effective oral and written communication skills and listening skills as it relates to career readiness	
				C M 12.5.4.b Demonstrate the ability to disagree with a team member without causing personal offense (CCR M 12.3.D)	
		<b>C M 08.5.4</b> Students will develop relationships with adults to support career exploration.			

## Appendix

6-8 Proposed Course Change .....	29
6-8 Proposed Course Description .....	29
9-12 Course Update .....	30
9-12 Course Description Update .....	30

## 6-8 Proposed Course Change

### 8<sup>th</sup> Grade Proposed Course Changes

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
<b>Career Planning</b> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade</li> <li>• Required Hexter</li> </ul>	<b>Academic Seminar 8</b> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade</li> <li>• Required Hexter</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that the Millard Counseling Standard and Indicators are taught</li> <li>• Moved from Family and Consumer Sciences Framework due to the alignment to the Millard Counseling Standards and Indicators</li> <li>• Course content revised to include strategies for academic success, transition to high school and career preparation and planning</li> </ul>

## 6-8 Proposed Course Description

### 8<sup>th</sup> Grade Proposed Course Description

#### XXXX ACADEMIC SEMINAR 8

**1 Hexter**

Course Description: Students will explore their way to success! They will determine how to challenge themselves academically while they are in middle school and as they transition into high school. This course will assist in building intellectual and career capacity while reflecting and refining work habits, further developing strategies for perseverance, and exploring the Nebraska Career Education Model in order to create their four-year plan for high school and beyond.

## 9-12 Course Update

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Academic Seminar <ul style="list-style-type: none"> <li>• 9-12</li> <li>• Elective Semester</li> </ul>		<ul style="list-style-type: none"> <li>• Ensures that the Millard Counseling Standards and Indicators are taught</li> <li>• Previously approved course now included in the Counseling Framework due to alignment with Millard Counseling Standards and Indicators</li> <li>• Embeds the course within this Counseling Framework which allows updates according to future curriculum cycle reviews</li> </ul>

## 9-12 Course Description

### PD80 ACADEMIC SEMINAR

**5 Credits**

**Course Description:** This elective course is for motivated students who want the challenge of a rigorous course and are concerned about taking an academic risk. Academic Seminar provides the opportunity to refine work habits and attitudes necessary for success while enrolled in a course that is the student's personal academic stretch. The course will focus on strengthening and applying critical reading, vocabulary, writing, and mathematical reasoning while improving organizational, time management, and study skills, developing test taking skills and strategies (ACT, state, course assessments), and practicing effective decision making and self-advocacy strategies. Students will diagnose their individual needs while setting, measuring, and attaining S.M.A.R.T. Goals related to academic improvement. The course includes customized support and advisement from instructors and peer tutors. Along with external support, the student will self-monitor work habits and academic progress in all courses.

**Prerequisites:** An application process to be completed through the High School Counseling Office. Participation in this course is limited to on time and must be taken concurrently with at least one other course that requires increased academic rigor so that techniques learned in this course can be immediately applied outside of this course.

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Approve PK-12 Physical Education Framework: Part I

**MEETING DATE:** June 6, 2016

**DEPARTMENT:** Educational Services

**TITLE:** PK-12 Physical Education Framework: Part I

**BRIEF DESCRIPTION:** The PK-12 Physical Education Framework: Part I is being presented for approval. The Framework includes: Millard Public Schools Mission and Beliefs; PK-12 Physical Education Philosophy; Millard Essential Learner Outcomes (6110.1); PK-12 Wellness Studies Curriculum Planning Committee Members; PK-12 Physical Education Curriculum Planning Committee Members; Preschool Physical Education Matrix Subcommittee Members and PK-12 Wellness Community Focus Group participants; and the Timeline of Developmental Events.

Also included is the PK-12 Physical Education Matrix based on National Standards for Physical Education and the Nebraska State Essential Learnings. Millard Standards and Indicators within the matrix go beyond the required state standards. The Nebraska Department of Education will be approving Physical Education Standards and Indicators in September of 2017, which look to include the National Standards. Once the Nebraska Physical Education State Standards and Indicators are approved by the Nebraska State Board of Education, a comparison review will be conducted to determine if the PK-12 Physical Education Framework will need to be updated by the MPS Board of Education.

The appendix includes updated course descriptions, proposed course name changes, and the 9-12 Physical Education Flow Chart.

**ACTION DESIRED:**   X   Approval

**BACKGROUND:** The PK-12 Wellness Curriculum Planning Committee of 46 District members worked toward the completion of Phase I of the MEP Curriculum Cycle. The PK-12 Physical Education Framework: Part I is being presented for approval. Part II: Textbook/Instructional Materials Selection will be presented for approval during the 2016-2017 school year.

**RECOMMENDATIONS:** Recommend approval of PK-12 Physical Education Framework: Part I

**STRATEGIC PLAN REFERENCE:** N/A

**TIMELINE:** Approval of the PK-12 Physical Education Framework: Part I will allow for Phase II to begin in August of 2016

**RESPONSIBLE PERSON(S):** Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, and Monica Hutfles

**SUPERINTENDENT'S APPROVAL:**

\_\_\_\_\_  \_\_\_\_\_

# **PK - 12 Physical Education Framework**

Part I: PK-12

June 6, 2016



# **Millard Public Schools**

## **Millard Board of Education**

**Dave Anderson**

**Mike Kennedy**

**Paul Meyer**

**Mike Pate**

**Linda Poole**

**Pat Ricketts**

**Jim Sutfin, Ed.D, Superintendent**

### **Notice of Non-Discrimination**

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147<sup>th</sup> Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

## Table of Contents

Millard Public Schools Mission, Beliefs, and Philosophy.....	1
Relationship of Framework to Millard Essential Learner Outcomes.....	2
PK-12 Wellness Studies Curriculum Planning Committee Members 2015-2016.....	3
PK-12 Physical Education Curriculum Planning Committee Members 2015-2016.....	4
9-12 Physical Education Subcommittee Members 2015-2016.....	4
Preschool Physical Education Matrix Subcommittee Members 2015-2016.....	4
PK-12 Wellness Studies Community Focus Group Members 2015-16.....	5
Timeline for MEP Cycle Procedures: Wellness Studies.....	6
Introduction to PK-12 Physical Education Matrix.....	7
PK-12 Physical Education Matrix	
• PK-5 .....	9
• Grades 5-12.....	48
 Appendix	
6-8 Proposed Course Descriptions.....	106
9-12 Restructured, Redesigned and Proposed Course Name Changes.....	107
9-12 Courses Reviewed and Determined to Remain with Curriculum Updates .....	109
9-12 Physical Education Flow Chart .....	110
9-12 Restructured, Redesigned and Proposed Courses, Course Name Changes and Revised Course Descriptions.....	111
9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Course Descriptions .....	114



## **Millard Public Schools Mission and Beliefs**

### **Millard Public Schools Mission**

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

### **Millard Public Schools Beliefs**

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and involved citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

### **Physical Education Philosophy**

Physical Education in a world class school district provides each individual with skills, knowledge and opportunities to achieve and maintain lifelong wellness for adult success in a 21<sup>st</sup> Century global society.

## Curriculum, Instruction, and Assessment

### Written Curriculum - Content Standards

6110.1

The Essential Learner Outcomes of the Millard Public Schools are the following:

#### MILLARD ESSENTIAL LEARNER OUTCOMES

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·  
 · FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·  
 · CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·  
 · COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

---

#### ACADEMIC SKILLS AND APPLICATIONS

---

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

##### LANGUAGE ARTS

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will learn and apply writing skills and strategies to communicate.
- Students will develop and apply appropriate speaking, and listening skills and strategies to communicate for a variety of purposes.
- Students will apply information fluency and practice digital citizenship.

##### MATHEMATICS

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

##### SCIENCE

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

##### SOCIAL STUDIES

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

##### FINANCIAL WELL-BEING

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

##### HUMAN RELATIONS

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

##### TECHNOLOGY

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

##### FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

---

#### PERSONAL DEVELOPMENT AND WELL-BEING

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

---

#### COLLEGE AND CAREER READINESS SKILLS

---

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

##### CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

##### CREATIVITY AND INNOVATION

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

##### COLLABORATION AND TEAMWORK

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

##### CITIZENSHIP AND PERSONAL RESPONSIBILITY

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,

March 2, 2009; March 1, 2010; April 18, 2011;

August 19, 2013; November 3, 2014

Millard Public Schools  
Omaha, Nebraska

## PK-12 Wellness Studies Curriculum Planning Committee 2015-2016

Jennifer Albert	Neihardt Elementary	Health Teacher
Debra Ashmore	Wheeler Elementary	Special Education Teacher
Michelleann Avilla	North Middle	Family & Consumer Sciences Teacher
Trenton Bickford	Central Middle	Physical Education Teacher
Sheila Bolmeier	Ron Witt Support Services	Instructional Technology MEP
Alisen Brewer	North Middle	Special Education Teacher
Kelsey Chittenden	West High	Family & Consumer Sciences Teacher
Andrew Cunningham	North High	Physical Education Teacher
Angela Daigle	Ron Witt Support Services	Instructional Technology MEP
Elizabeth Dickson	Beadle Middle	Counselor
Matt Dykstra	Ezra Elementary	Physical Education Teacher
Tara Fabian	Reagan Elementary	Principal
Pam Erixon	Holling Heights Elementary	English Language Learner Specialist
Laurie Fitzpatrick	Sandoz & Upchurch Elementary	Counselor
Angela Hageman	Beadle Middle	Health Teacher
Suzanne Hanish	Kiewit Middle	Family & Consumer Sciences Teacher
Chad Hayes	Don Stroh Administration Center	Student Services Facilitator
Julia Hobbs	Andersen Middle	Family & Consumer Sciences /Health Teacher
Colin Johnston	West High	Physical Education Teacher
Bridget Kowal	Harvey Oaks Elementary	Counselor
Kelsey Kummer	South High	Family & Consumer Sciences /Health Teacher
Stephanie Kurz	Holling Heights Elementary	Health Teacher
Amy Leuschen	Russell Middle	Physical Education Teacher
Dawn Marten	Harvey Oaks Elementary	Principal
Katherine McCarthy	Aldrich Elementary	Health Teacher
Nancy Nielsen	Russell Middle	District Head Nurse
Nicole Nielsen	North Middle	Physical Education Teacher
Mila O'Brien	North High	Family & Consumer Sciences /Health Teacher
Amanda Parker	Horizon High	Counselor
Carrie Peterson	Russell Middle	Family & Consumer Sciences /Health Teacher
Natalie Peterson	South High	Family & Consumer Sciences /Health Teacher
Jennifer Polleck	Wheeler Elementary & Horizon High	School Psychologist
Haley Ryan	North High	Family & Consumer Sciences /Health Teacher
Alan Sarka	Neihardt Elementary	Physical Education Teacher
Loel Schettler	North High	Counselor
Brenda Schmidt	West High	Family & Consumer Sciences /Health Teacher
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Barb Vanderbeek	South High	Family & Consumer Sciences /Health Teacher
Barb Waller	Don Stroh Administration Center	Career & Technical Education Coordinator
Julie Williams	Central Middle	Counselor
Trevor Wragge	South High	Physical Education Teacher

Under the facilitation of John Becker, Monica Hutfles, Ellen Kramer, and Diane Reiners: Millard Public Schools Curriculum and Instruction MEP Facilitators.

In consultation with Andy DeFreece, Director of Elementary and Early Childhood Education and Nancy Johnston, Ed.D., Director of Secondary Education.

## **PK-12 Physical Education Curriculum Planning Committee Members 2015-2016**

Debra Ashmore	Wheeler Elementary	Special Education Teacher
Trenton Bickford	Central Middle	Physical Education Teacher
Sheila Bolmeier	Ron Witt Support Services	Instructional Technology MEP
Alisen Brewer	North Middle	Special Education Teacher
Andrew Cunningham	North High	Physical Education Teacher
Matt Dykstra	Ezra Elementary	Physical Education Teacher
Tara Fabian	Reagan Elementary	Principal
Pam Erixon	Holling Heights Elementary	English Language Learner Specialist
Colin Johnston	West High	Physical Education Teacher
Amy Leuschen	Russell Middle	Physical Education Teacher
Dawn Marten	Harvey Oaks Elementary	Principal
Nancy Nielsen	Russell Middle	District Head Nurse
Nicole Nielsen	North Middle	Physical Education Teacher
Jennifer Polleck	Wheeler Elementary & Horizon High	School Psychologist
Alan Sarka	Neihardt Elementary	Physical Education Teacher
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Trevor Wragge	South High	Physical Education Teacher

Under the facilitation of Monica Hutfles, Curriculum and Instruction MEP Facilitator.

## **9-12 Physical Education Subcommittee Members 2015-2016**

Andrew Cunningham	North High	Physical Education Teacher
Colin Johnston	West High	Physical Education Teacher
Trevor Wragge	South High	Physical Education Teacher

Under the facilitation of Monica Hutfles, Curriculum and Instruction MEP Facilitator.

## **Preschool Physical Education Matrix Committee Members 2015-2016**

Jon Barta	Sandoz Elementary	Physical Education Teacher
Shaun Tevis	Rockwell Elementary	Physical Education Teacher

Under the facilitation of Monica Hutfles, Curriculum and Instruction MEP Facilitator.

**PK-12 Wellness Community Focus Group  
2015-2016**

Steven Abraham	Rabbi	Beth El Synagogue
Nancy Burkhart	Community Member	Nebraska Department of Education
Megan Hall	Community Member	HyVee Dietitian
Theo Hudalla	Pastor	Stone Bridge Church
Dr. Ann Luther	Post-Secondary Representative	UNO Counseling Department Chair
John Madvig	Reverend	Community Covenant Church
Janet Martin	Parent	Millard North High School
Peg Millerbernd	Nurse, Parent	Ackerman Elementary School
Michelle Patterson	Parent	Aldrich Elementary School
		Kiewit Middle School
Kirk Rasmussen	Parent	Millard North Middle School
		Millard North High School
Paul Tomaso	Deacon	St. Stephen the Martyr
Gina Wiitanen	Parent	Millard Public Schools

Under the facilitation of John Becker, Monica Hutfles, Ellen Kramer, and Diane Reiners, Curriculum and Instruction MEP Facilitators.

In consultation with Mark Feldhausen, Ph.D., Associate Superintendent of Educational Services, Nancy Johnston, Ed.D., Director of Secondary Education, and Andy DeFreece, Director of Elementary and Early Childhood Education.

## Timeline for MEP Cycle Procedures PK-12 Wellness Studies

September 24, 2015	PK-12 Wellness Studies Curriculum Planning Committee: provided Phase I overview and orientation to Google Drive folder documents
October 20, 2015	PK-12 Wellness Studies Curriculum Planning Committee: met to determine research areas based on current data, education trends, and critical issues
November 5, 2015	Research groups: conducted research in the following areas: <ul style="list-style-type: none"> <li>• College and Career Readiness</li> <li>• Wellness Concepts (emotional, physical, and social wellbeing)</li> <li>• Counseling, Family &amp; Consumer Sciences, Health and Physical Education</li> <li>• Effective Instructional Practices</li> </ul>
February 8, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
February 9, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to synthesize research findings and draft scope and sequence of the Physical Education matrix
February 23, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to continue draft of the scope and sequence of the Physical Education matrix
March 3, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to finish scope and sequence of the Physical Education matrix
March 22, 2016	9-12 Physical Education Subcommittee: met to finish scope and sequences of the Physical Education matrix and proposed high school courses
March 23, 2016	PK-12 Physical Education Subcommittee: met to finish scope and sequence of the Physical Education matrix preschool standards and indicators
April 7, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
June, 2016	Physical Education Framework submitted to Board of Education for approval

## Introduction to Family and Consumer Sciences Matrix

### Introduction

This matrix displays the Millard Public Schools Physical Education Standards and Indicators. The Millard Standards are based on the National Standards for Physical Education and the Nebraska State Essential Learnings in effect during the 2015-2016 school year. The National Standards from the SHAPE America organization were reviewed to develop the Millard Public Schools Physical Education Standards and Indicators. The Nebraska Department of Education will be approving Physical Education standards in September of 2017, which also embed the National Standards from SHAPE America. Once approved at the state level, a comparison review will be completed in order to ensure alignment between the state and Millard Public Schools standards and indicators.

### Legend



Cell without shading: National, State, or Millard concept standard or indicator exists



Shaded cell: No National, State or Millard concept standard or indicator exists

The Physical Education standards within the Framework are listed by grade.

### Nomenclature

The Standards and Indicators are sequenced in the following matrix. Each Comprehensive Standard is followed by specific standards and indicators categorized by concepts as noted below in the explanation. Standards are in bold print throughout the matrix. Millard standards and indicators are in red.

PE	Physical Education
N	National Standard
M	Millard Standard
S	State Standard
P-4-12	Grade Level
1-5	Comprehensive Standards

- 1- Skills: Students will demonstrate competency in a variety of motor skills and movement patterns.
- 2- Knowledge: Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
- 3- Active Lifestyle and Fitness: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of exercise and fitness.
- 4- Responsible Behavior: Students will exhibit personal and social behavior that respects self and others.
- 5- Awareness: Students will recognize the value of exercise for health, enjoyment, challenge, self-expression and/or social interaction.

1-6	Concepts of each Comprehensive Standard	
	Skills	<ul style="list-style-type: none"> <li>1- Locomotor</li> <li>2- Nonlocomotor</li> <li>3- Manipulative</li> <li>4- Lifetime Activities</li> <li>5- Dance and Rhythms</li> <li>6- Fitness Activities</li> </ul>
	Knowledge	<ul style="list-style-type: none"> <li>1- Movement Concepts</li> <li>2- Movement Principles and Knowledge</li> </ul>
	Active Lifestyle and Fitness	<ul style="list-style-type: none"> <li>1- Exercise Knowledge</li> <li>2- Engages in Exercise</li> <li>3- Fitness Knowledge</li> <li>4- Assessment and Program Planning</li> <li>5- Nutrition</li> <li>6- Feeling and Stress Management</li> </ul>
	Responsible Behavior	<ul style="list-style-type: none"> <li>1- Works Cooperatively</li> <li>2- Class Rules</li> <li>3- Safety</li> </ul>
	Awareness	<ul style="list-style-type: none"> <li>1- Health</li> <li>2- Challenge</li> <li>3- Self-Expression</li> <li>4- Social Interaction</li> </ul>

### Examples

PE M P4.1.1

PE. =Physical Education,  
M. =Millard Standard,  
P4. =Preschool,  
1. =Comprehensive Standard 1,  
1 =Concept 1

PE N 02.2.1.a

PE. =Physical Education,  
N. =National Standard, (utilizing our numbering system)  
02. =2<sup>nd</sup> Grade,  
2. =Comprehensive Standard 2,  
1. =Concept 1,  
a =Comprehensive Indicator



**PK-12 Physical Education Literacy SKILLS Comprehensive Standard:  
Students will demonstrate competency in a variety of motor skills and movement patterns.**

<b>Grade Level Standards</b>							
<b>Concepts</b>	<b>PreK</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Locomotor Standards</b>	<b>PE M P4.1.1</b> Students will be introduced to locomotor skills.	<b>PE M 00.1.1</b> Students will be introduced to locomotor skills.	<b>PE M 01.1.1</b> Students will develop progress toward the mature form of locomotor skills.	<b>PE M 02.1.1</b> Students will develop progress toward the mature form of locomotor skills.	<b>PE M 03.1.1</b> Students will develop progress toward the mature form of locomotor skill combinations.	<b>PE M 04.1.1</b> Students will demonstrate mature forms of locomotor pattern skill combinations.	<b>PE M 05.1.1</b> Students will demonstrate mature forms of locomotor pattern skill combinations.
<b>Non-locomotor Standards</b>	<b>PE M P4.1.2</b> Students will be introduced to non-locomotor skills.	<b>PE M 00.1.2</b> Students will be introduced to non-locomotor skills.	<b>PE M 01.1.2</b> Students will develop progress toward the mature form of non-locomotor skills.	<b>PE M 02.1.2</b> Students will develop progress toward the mature form of non-locomotor skills.	<b>PE M 03.1.2</b> Students will develop progress toward the mature form of locomotor skill combinations.	<b>PE M 04.1.2</b> Students will demonstrate mature forms of non-locomotor pattern skill combinations.	<b>PE M 05.1.2</b> Students will demonstrate mature forms of non-locomotor pattern skill combinations.
<b>Manipulative Standards</b>	<b>PE M P4.1.3</b> Students will be introduced to manipulative skills.	<b>PE M 00.1.3</b> Students will be introduced to manipulative skills.	<b>PE M 01.1.3</b> Students will demonstrate progress toward the mature form of selected manipulative skills.	<b>PE S 02.1.3</b> Students will demonstrate progress toward the mature form of selected manipulative skills.	<b>PE M 03.1.3</b> Students will be demonstrate to the mature forms of manipulative skills.	<b>PE M 04.1.3</b> Students will demonstrate the mature forms of manipulative skills.	<b>PE S 05.1.3</b> Students will demonstrate the mature forms of manipulative skills.
<b>Lifetime Activities Standards</b>	<b>PE M P4.1.4</b> Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	<b>PE M 00.1.4</b> Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	<b>PE M 01.1.4</b> Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	<b>PE M 02.1.4</b> Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	<b>PE M 03.1.4</b> Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	<b>PE M 04.1.4</b> Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	<b>PE M 05.1.4</b> Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.
<b>Dance and Rhythms Standards</b>	<b>PE M P4.1.5</b> Students will be introduced to dance.	<b>PE M 00.1.5</b> Students will perform dance sequences to music.	<b>PE M 01.1.5</b> Students will perform dance sequences to music.	<b>PE S 02.1.5</b> Students will perform dance sequences to music.	<b>PE M 03.1.5</b> Students will perform dance sequences to music.	<b>PE M 04.1.5</b> Students will perform dance sequences to music.	<b>PE M 05.1.5</b> Students will perform dance sequences to music.

<b>Fitness Activities Standards</b>	<b>PE M P4.1.6</b> Students will be introduced to exercise at a health enhancing level.	<b>PE M 00.1.6</b> Students will be introduced to exercise at a health enhancing level.	<b>PE M 01.1.6</b> Students will be introduced to exercise at a health enhancing level.	<b>PE M 02.1.6</b> Students will be introduced to exercise at a health enhancing level.	<b>PE M 03.1.6</b> Students will be introduced to exercise at a health enhancing level.	<b>PE M 04.1.6</b> Students will be introduced to exercise at a health enhancing level.	<b>PE M 05.1.6</b> Students will be introduced to exercise at a health enhancing level.
<b>Locomotor Standards</b>	<b>PE M P4.1.1</b> Students will be introduced to locomotor skills.	<b>PE M 00.1.1</b> Students will be introduced to locomotor skills.	<b>PE M 01.1.1</b> Students will develop progress toward the mature form of locomotor skills.	<b>PE M 02.1.1</b> Students will develop progress toward the mature form of locomotor skills.	<b>PE M 03.1.1</b> Students will develop progress toward the mature form of locomotor skill combinations.	<b>PE M 04.1.1</b> Students will demonstrate mature forms of locomotor pattern skill combinations.	<b>PE M 05.1.1</b> Students will demonstrate mature forms of locomotor pattern skill combinations.
<b>Locomotor Curricular Indicators</b>	PE M P4.1.1.a Practices locomotor skills (hopping, galloping, running, skipping) while maintaining balance in an emerging pattern	PE M 00.1.1.a Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance in an emerging pattern	PE M 01.1.1.a Hops, gallops, and slides using a mature pattern	PE M 02.1.1.a Skips using a mature pattern	PE M 03.1.1.a Leaps using a mature pattern	PE M 04.1.1.a Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational experiences	PE M 05.1.1.a Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks and dance
							PE N 05.1.1.b Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments
							PE N 05.1.1.c Combines traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball)
				PE N 02.1.1.b Runs with a mature pattern	PE M 03.1.1.b Travels showing differentiation between sprinting and running	PE M 04.1.1.b Runs for distance using a mature pattern	PE N 05.1.1.d Uses appropriate pacing for a variety of running distances

<b>Locomotor Curricular Indicators</b>  (continued)				PE N 02.1.1.c Travels showing differentiation between jogging, running and sprinting	PE M 03.1.1.c Travels showing differentiation between jogging, running and sprinting	PE M 04.1.1.c Travels showing differentiation between jogging, running and sprinting	PE M 05.1.1.e Travels showing differentiation between jogging, running and sprinting
	PE M P4.1.b Practices jumping and landing actions with attempt to balance	PE M 00.1.1.b Performs both horizontal and vertical jumping and landing actions with balance at an emerging pattern	PE M 01.1.1.b Demonstrates 2 of 5 critical elements for jumping and landing at an emerging level in a horizontal and vertical plane using 2-foot take-offs and landings (i.e., hips, knees, and ankles bend in preparation for jumping action, arms extend upward as body propels upward, body extends and stretches upward while in flight, hips, knees and ankles bend on landing, shoulders, knees and ankles align for balance after landing)	PE M 02.1.1.d Demonstrates 4 of 5 critical elements for jumping and landing in a horizontal and vertical plane using a variety of 1- and 2-foot take-offs and landings (i.e., hips, knees, and ankles bend in preparation for jumping action, arms extend upward as body propels upward, body extends and stretches upward while in flight, hips, knees and ankles bend on landing, shoulders, knees and ankles align for balance after landing)	PE N 03.1.1.d Jumps and lands in the horizontal and vertical planes using a mature pattern	PE M 04.1.1.d Uses spring-and-step take-offs and landings applying to horizontal and vertical jumping and landing	PE M 05.1.1.d Combines jumping and landing patterns with locomotor and manipulative skills in dance and small-sided practice tasks and games environments while applying to horizontal and vertical jumping and landing
	PE M P4.1.1.c Practices locomotor skills in response to creative dance	PE M 00.1.1.c Performs locomotor skills in response to creative dance	PE M 01.1.1.c Combines locomotor and nonlocomotor skills in a teacher designed dance	PE N 02.1.1.e Performs a teacher-and/or student-designed rhythmic activity with correct response to simple rhythms	PE N 03.1.1.e Performs a teacher-selected and developmentally appropriate dance steps and movement patterns	PE N 04.1.1.e Combines locomotor movement patterns and dance steps to create and perform an original dance	PE N 05.1.1.e Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern

<b>Locomotor Curricular Indicators</b>  (continued)					PE N 03.1.1.h Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation	PE M 04.1.1.h Combines traveling with manipulative skills of dribbling, throwing, catching and striking	PE M 05.1.1.h Applies combination of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks
<b>Non-locomotor Standards</b>	<b>PE M P4.1.2</b> <b>Students will be introduced to non-locomotor skills.</b>	<b>PE M 00.1.2</b> <b>Students will be introduced to non-locomotor skills.</b>	<b>PE M 01.1.2</b> <b>Students will develop progress toward the mature form of non-locomotor skills.</b>	<b>PE M 02.1.2</b> <b>Students will develop progress toward the mature form of non-locomotor skills.</b>	<b>PE M 03.1.2</b> <b>Students will develop progress toward the mature form of locomotor skill combinations.</b>	<b>PE M 04.1.2</b> <b>Students will demonstrate mature forms of non-locomotor pattern skill combinations.</b>	<b>PE M 05.1.2</b> <b>Students will demonstrate mature forms of non-locomotor pattern skill combinations.</b>
<b>Non-locomotor Curricular Indicators</b>	PE M P4.1.2.a Explores different bases of support with different body shapes	PE M 00.1.2.a Explores different bases of support with different body shapes	PE N 01.1.2.a Maintains stillness on different bases of support with different body shapes	PE M 02.1.2.a Balances on different bases of support, combining levels and shapes and balances in an inverted position with stillness and supportive base	PE N 03.1.2.a Balances on different bases of support, demonstrating muscular tension and extensions of free body parts	PE M 04.1.2.a Balances on different bases of support demonstrating levels and shapes	PE M 05.1.2.a Combines balance and transferring weight in a sequence or dance with a partner
			PE M 01.1.2.b Transfers weight from one body part to another in self-space in dance	PE N 02.1.2.b Transfers weight from feet to different body parts/bases of support for balance and/or travel	PE N 03.1.2.b Transfers weight from feet to hands for momentary weight support	PE M 04.1.2.b Transfers weight from feet to hands, varying speed and using large extensions (i.e., burpees)	PE M 05.1.2.b Transfers weight in dance environments
	PE M P4.1.2.b Rolls sideways in a narrow body shape	PE N 00.1.2.b Rolls sideways in a narrow body shape	PE N 01.1.2.c Rolls with either a narrow or curled body shape	PE N 02.1.2.c Rolls in different directions with either a narrow or curled body shape			

<b>Non-locomotor Curricular Indicators</b>  (continued)	<b>PE M P4.1.2.c</b> Practices curling and stretching	<b>PE M 00.1.2.d</b> Practices the actions of curling and stretching	<b>PE N 01.1.2.d</b> Demonstrates twisting, curling, bending and stretching actions	<b>PE N 02.1.2.d</b> Differentiates among twisting, curling, bending and stretching actions	<b>PE M 03.1.2.c</b> Moves into and out of balance with curling, twisting and stretching actions	<b>PE N 04.1.2.c</b> Moves into and out of balance on apparatus with curling, twisting and stretching actions	<b>PE M 05.1.2.c</b> Performs curling, twisting and stretching actions with correct application in dance and small-sided practice tasks in games environments
<b>Non-locomotor Curricular Indicators</b>				<b>PE M 02.1.2.e</b> Combines balances and transfers into a 3-part sequence (i.e., movement and rhythm piece)	<b>PE M 03.1.2.d</b> Combines locomotor skills and movement concepts (i.e., levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement and rhythm piece	<b>PE M 04.1.2.d</b> Combines locomotor skills and movement concepts (i.e., levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement and rhythm piece	<b>PE N 05.1.2.d</b> Combines locomotor skills and movement concepts (i.e., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group
<b>Manipulative Standards</b>	<b>PE M P4.1.3</b> Students will be introduced to manipulative skills.	<b>PE M 00.1.3</b> Students will be introduced to manipulative skills.	<b>PE M 01.1.3</b> Students will demonstrate progress toward the mature form of selected manipulative skills.	<b>PE S 02.1.3</b> Students will demonstrate progress toward the mature form of selected manipulative skills.	<b>PE M 03.1.3</b> Students will demonstrate the mature forms of manipulative skills.	<b>PE M 04.1.3</b> Students will demonstrate the mature forms of manipulative skills.	<b>PE S 05.1.3</b> Students will demonstrate the mature forms of manipulative skills.

<b>Manipulative Curricular Indicators</b>	PE M PK.1.3.a Explores underhand throwing	PE M 00.1.3.a Throws underhand in an emerging pattern with one foot forward	PE M 01.1.3.a Throws underhand, in an emerging pattern by stepping in opposition	PE M 02.1.3.a Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern (i.e., face target in preparation for throwing action, arm back in preparation for action, step with opposite foot as throwing arm moves forward, release ball between knee and waist level., follow through to target)	PE M 03.1.3.a Throws underhand, demonstrating 3 of the 5 critical elements of a mature pattern (i.e., face target in preparation for throwing action, arm back in preparation for action., step with opposite foot as throwing arm moves forward, release ball between knee and waist level, follow through to target)	PE M 04.1.3.a Throws underhand using a mature pattern in nondynamic environments (closed skills)	PE N 05.1.3.a Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects
							PE N 05.1.3.b Throws underhand to a large target with accuracy
				PE N 02.1.3.b Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern (i.e., side to target in preparation for throwing action, arm back and extended, and	PE N 03.1.3.b Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force	PE N 04.1.3.b Throws overhand using a mature pattern in nondynamic environments (closed skills)	PE N 05.1.3.c Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects

<b>Manipulative Curricular Indicators</b>  (continued)				elbow at shoulder height or slightly above in preparation for action leads, step with opposite foot as throwing arm moves forward, hip and spine rotate as throwing action is executed, follow through toward target and across body)	(i.e., side to target in preparation for throwing action, arm back and extended, and elbow at shoulder height or slightly above in preparation for action leads, step with opposite foot as throwing arm moves forward, hip and spine rotate as throwing action is executed, follow through toward target and across body)		
						PE N 04.1.3.c Throws overhand to a partner or at a target with accuracy at a reasonable distance	PE N 05.1.3.d Throws overhand to a large target with accuracy
						PE N 04.1.3.d Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills)	PE N 05.1.3.e Throws with accuracy, both partners moving
							PE N 05.1.3.f Throws with reasonable accuracy in dynamic, small-sided practice tasks

<b>Manipulative Curricular Indicators</b>  (continued)	<b>PE M P4.1.3.b</b> Explores catching a bounced ball	PE N 00.1.3.b Drops a ball and catches it before it bounces twice	PE N 01.1.3.b Catches a soft object from a self-toss before it bounces	PE N 02.1.3.c Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body	PE N 03.1.3.c Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern (i.e., extend arms outward to reach for ball, watch the ball all the way into the hands, catch with hands only; no cradling against the body, pull the ball into the body as the catch is made, curl the body slightly around the ball.)	PE N 04.1.3.e Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills)	PE N 05.1.3.g Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills)
	<b>PE M P4.1.3.c</b> Practices catching a tossed ball	PE N 00.1.3.c Catches a tossed ball by a skilled thrower	PE N 01.1.3.c Catches various sizes of balls self-tossed or tossed by a skilled thrower	<b>PE M 02.1.3.d</b> Catches a self-tossed or well-thrown ball of various sizes with hands, not trapping or cradling against the body	<b>PE M 03.1.3.d</b> Catches with accuracy, both partners stationary	<b>PE M 04.1.3.f</b> Catches with accuracy with one partner moving	PE N 05.1.3.h Catches with accuracy, both partners moving
							PE N 05.1.3.i Catches with reasonable accuracy in dynamic, small-sided practice tasks
	<b>PE M P4.1.3.d</b> Begins bouncing and dribbling a ball	PE N 00.1.3.d Dribbles a ball with one hand, attempting the second contact	<b>PE M 01.1.3.d</b> Attempts to dribble continuously in self-space using the preferred hand	PE N 02.1.3.e Dribbles in self-space with preferred hand demonstrating a mature pattern	PE N 03.1.3.e Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body	PE N 04.1.3.g Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern	PE N 05.1.3.j Combines hand dribbling with other skills during 1v1 practice tasks



<b>Manipulative Curricular Indicators</b>  (continued)				PE N 02.1.3.f Dribbles using the preferred hand while walking in general space	PE M 03.1.3.f Dribbles using the preferred hand while walking in general space	PE N 04.1.3.h Dribbles in general space with control of ball and body while increasing and decreasing speed	PE M 05.1.3.k Dribbles in general space with control of ball and body while increasing and decreasing speed
	PE M P4.1.3.e Begins to tap a ball using the inside of the foot, sending it forward	PE N 00.1.3.e Taps a ball using the inside of the foot, sending it forward	PE N 01.1.3.e Taps or dribbles a ball using the inside of the foot while walking in general space	PE N 02.1.3.g Dribbles with the feet in general space with control of ball and body	PE N 03.1.3.g Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body	PE N 04.1.3.i Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed	PE N 05.1.3.l Combines foot dribbling with other skills in 1v1 practice tasks
					PE N 03.1.3.h Passes and receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass	PE N 04.1.3.j Passes and receives a ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills)	PE N 05.1.3.m Passes with the feet using a mature pattern as both partners travel
						PE N 04.1.3.k Passes and receives a ball with the out-sides and insides of the feet to a stationary partner, “giving” on reception before returning the pass	PE N 05.1.3.n Receives a pass with the foot using a mature pattern as both partners travel
		PE M 00.1.3.f Explores learning pivots, fakes and jab steps designed to create open space during practice tasks	PE M 01.1.3.f Practices pivots, fakes and jab steps designed to create open space during practice tasks	PE M 02.1.3.h Practices pivots, fakes and jab steps designed to create open space during practice tasks	PE M 03.1.3.i Performs pivots, fakes and jab steps designed to create open space during practice tasks	PE M 04.1.3.l Performs pivots, fakes and jab steps designed to create open space during practice tasks	PE M 05.1.3.o Demonstrates pivots, fakes and jab steps designed to create open space during practice tasks

<b>Manipulative Curricular Indicators</b>  (continued)		PE M 00.1.3.g Explores learning offensive skills without defensive pressure: pivot, give and go, and fakes	PE M 01.1.3.g Practices the following offensive skills without defensive pressure: pivot, give and go, and fakes	PE M 02.1.3.i Practices the following offensive skills without defensive pressure: pivot, give and go, and fakes	PE M 03.1.3.j Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes	PE M 04.1.3.m Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes	PE M 05.1.3.p Demonstrates the following offensive skills without defensive pressure: pivot, give and go, and fakes
						PE N 04.1.3.n Dribbles with hands or feet in combination with other skills (i.e., passing, receiving, shooting)	PE N 05.1.3.q Dribbles with hands or feet with mature patterns in a variety of small-sided game forms
		PE M 00.1.3.h Begins learning foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks	PE M 01.1.3.h Practices foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks	PE M 02.1.3.j Practices foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks	PE M 03.1.3.k Performs foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks	PE M 04.1.3.o Performs foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks	PE M 05.1.3.r Performs foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks
PE M P4.1.3.f Explores kicking a stationary ball from a stationary position	PE N 00.1.3.i Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern (i.e., arms extended forward in preparation for kicking action, contact with ball is made directly at center of the ball, contact the ball with shoelaces or top of foot for kicking action,	PE N 01.1.3.i Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern (i.e., arms extended forward in preparation for kicking action, contact with ball is made directly at center of the ball, contact the ball with shoelaces or top of foot for	PE N 02.1.3.k Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern (i.e., arms extended forward in preparation for kicking action, contact with ball is made directly at center of the ball, contact the ball with shoelaces or top of foot for	PE N 03.1.3.l Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each (i.e., arms extended forward in preparation for kicking action, contact with ball is made directly at center of the ball,	PE N 04.1.3.p Kicks along the ground and in the air, and punts using mature patterns		PE N 05.1.3.s Demonstrates mature patterns in kicking and punting in small-sided practice task environments

<b>Manipulative Curricular Indicators</b>  (continued)		trunk leans back slightly in preparation for kicking action, follow through with kicking leg extending forward and upward toward target)	kicking action, trunk leans back slightly in preparation for kicking action, follow through with kicking leg extending forward and upward toward target)	kicking action, trunk leans back slightly in preparation for kicking action, follow through with kicking leg extending forward and upward toward target)	contact the ball with shoelaces or top of foot for kicking action, trunk leans back slightly in preparation for kicking action, follow through with kicking leg extending forward and upward toward target)		
					PE N 03.1.3.m Uses a continuous running approach and kicks a stationary ball for accuracy	PE M 04.1.3.q Uses a continuous running approach and kicks a moving ball	PE M 05.1.3.t Uses a continuous running approach and kicks a moving ball for accuracy
	PE M P4.1.3.g Attempts to volley a light-weight object, sending it upward	PE N 00.1.3.j Volleys a light-weight object (balloon), sending it upward	PE N 01.1.3.j Volleys an object with an open palm, sending it upward	PE N 02.1.3.l Volleys an object upward with consecutive hits	PE N 03.1.3.n Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. (i.e., face the target in preparation for the volley, opposite foot forward, flat surface with hand for contact of the ball or object, contact with ball or object between	PE N 04.1.3.r Volleys underhand using a mature pattern, in a dynamic environment (i.e., 2 square, 4 square, handball)	PE M 05.1.3.u Applies skill by volleying underhand using a mature pattern repetitively in a dynamic environment

<b>Manipulative Curricular Indicators</b>  (continued)					knee and waist level, follow through upward and to the target)		
						PE N 04.1.3.s Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern (i.e., body aligned and positioned under the ball, knees, arms and ankles bent in preparation, hands rounded; thumbs and first fingers make triangle (without touching) in preparation, ball contacts only the finger pads; wrists stay firm, arms extended upward on contact; follow through slightly toward target)	PE N 05.1.3.v Volleys a ball using a 2-hand overhead pattern, sending it upward to a target
	PE M P4.1.3.h Begins striking with an implement	PE M 00.1.3.k Practices forehanded volleys with short handled implements	PE M 01.1.3.k Practices forehanded volleys with short handled implements	PE M 02.1.3.m Practices forehanded volleys with short handled implements	PE M 03.1.3.o Practices forehanded volleys with short handled implements	PE M 04.1.3.t Performs forehanded volleys with short handled implements	PE M 05.1.3.w Performs forehanded volleys with short handled implements

<b>Manipulative Curricular Indicators</b>  (continued)		PE N 00.1.3.1 Strikes a lightweight object with a paddle or short-handed racket	PE N 01.1.3.1 Strikes a ball with a short-handed implement, sending it upward	PE N 02.1.3.n Strikes an object upward with a short-handed implement, using consecutive hits	PE N 03.1.3.p Strikes an object with a short-handed implement, sending it forward over a low net or to a wall	PE N 04.1.3.u Strikes an object with a short-handed implement while demonstrating a mature pattern	PE N 05.1.3.x Strikes an object consecutively with a partner, using a short-handed implement, over a net or against a wall, in a competitive or cooperative game environment
					PE N 03.1.3.q Strikes an object with a short-handed implement while demonstrating 3 of the 5 critical elements of a mature pattern (i.e., racket back in preparation for striking, step on opposite foot as contact is made, swing racket or paddle low to high, coil and uncoil the trunk for preparation and execution of the striking action., follow through for completion of the striking action)	PE N 04.1.3.v Strikes an object with a short-handed implement, alternating hits with a partner over a low net or against a wall	<b>PE M 05.1.3.y</b> <b>Strikes an object with a short-handed implement, alternating hits with a partner over a low net or against the wall in either a competitive or cooperative game environment</b>

<p><b>Manipulative Curricular Indicators</b></p> <p>(continued)</p>				<p>PE N 02.1.3.o Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation</p>	<p>PE N 03.1.3.r Strikes a ball with a long-handled implement (i.e., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. <i>Note:</i> Use batting tee or ball tossed by teacher for batting</p>	<p>PE N 04.1.3.w Strikes an object with a long-handled implement (i.e., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through - i.e., bat up and back in preparation for the striking action, step forward on opposite foot as contact is made, coil and uncoil the trunk for preparation and execution of the striking action, swing the bat on a horizontal plane, wrist uncocks on follow-through for completion of the striking action)</p>	<p>PE N 05.1.3.z Strikes a pitched ball with a bat using a mature pattern</p>
		<p>PE M 00.1.3.m Attempts to strike a stationary object for accuracy and distance with an implement</p>	<p>PE M 01.1.3.m Practices striking a stationary object for accuracy and distance with an implement</p>	<p>PE M 02.1.3.p Practices striking a stationary object for accuracy and distance with an implement</p>	<p>PE M 03.1.3.s Practices striking a stationary object for accuracy and distance with an implement</p>	<p>PE M 04.1.3.x Practices striking a stationary object for accuracy and distance with an implement</p>	<p>PE M 05.1.3.aa Demonstrates striking a stationary object for accuracy and distance with an implement</p>

<b>Manipulative Curricular Indicators</b>  (continued)					PE M 03.1.3.t Attempts the transfer of weight with correct timing for the striking pattern	PE M 04.1.3.y Practices the transfer of weight with correct timing for the striking pattern	PE M 05.1.3.ab Practices the transfer of weight with correct timing for the striking pattern	
							PE N 05.1.3.ac Combines striking with a long implement (i.e., bat, hockey stick) with receiving and traveling skills in a small-sided game	
							PE N 05.1.3.z Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments	PE N 05.1.3.ad Combines manipulative skills and traveling for execution to a target (i.e., scoring in soccer, hockey and basketball)
	PE M P4.1.3.i Practices jumping as directed	PE N 00.1.3.n Executes a single jump with self-turned rope	PE M 01.1.3.n Attempts to jump forward or backward consecutively using a self-turned rope	PE N 02.1.3.q Jumps a self-turned rope consecutively forward and backward with a mature pattern	PE N 03.1.3.u Performs intermediate jump-rope skills (i.e., a variety of tricks, running in and out) for both long and short ropes	PE N 04.1.3.aa Creates a jump-rope routine with either a short or long rope	PE N 05.1.3.ae Creates a jump-rope routine with a partner, using either a short or long rope	
			PE N 01.1.3.o Jumps a long rope up to 5 times consecutively with teacher-assisted turning	PE N 02.1.3.r Jumps a long rope 5 times consecutively with student turners	PE M 03.1.3.w Runs through a turning long rope	PE M 04.1.3.ab Runs into a long rope either front door or back door and can complete one jump	PE M 05.1.3.af Runs into a long rope front door or back door entry and can complete one jump before exiting	

<b>Manipulative Curricular Indicators</b> (continued)	PE M P4.1.3.j Attempts athletic stance conducive to movement	PE M 00.1.3.o Attempts athletic stance conducive to movement	PE M 01.1.3.p Practices athletic stance conducive to movement	PE M 02.1.3.s Practices athletic stance conducive to movement	PE M 03.1.3.x Executes an athletic stance conducive to movement	PE M 04.1.3.ac Executes an athletic stance conducive to movement	PE M 05.1.3.ag Executes an athletic stance conducive to movement
<b>Lifetime Activities Standards</b>	<b>PE M P4.1.4</b> <b>Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.</b>	<b>PE M 00.1.4</b> <b>Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.</b>	<b>PE M 01.1.4</b> <b>Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.</b>	<b>PE M 02.1.4</b> <b>Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.</b>	<b>PE M 03.1.4</b> <b>Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.</b>	<b>PE M 04.1.4</b> <b>Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.</b>	<b>PE M 05.1.4</b> <b>Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.</b>
<b>Lifetime Activities Curricular Indicators</b>	PE M P4.1.4.a Explores activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE M 00.1.4.a Explores activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE M 01.1.4.a Practices activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE M 02.1.4.a Practices activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE M 03.1.4.a Demonstrates introductory knowledge and understanding of specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE M 04.1.4.a Demonstrates introductory knowledge and understanding of specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE M 05.1.4.a Demonstrates introductory knowledge and understanding of specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)
<b>Dance and Rhythms Standards</b>	<b>PE M P4.1.5</b> <b>Students will be introduced to dance.</b>	<b>PE M 00.1.5</b> <b>Students will perform dance sequences to music.</b>	<b>PE M 01.1.5</b> <b>Students will perform dance sequences to music.</b>	<b>PE S 02.1.5</b> <b>Students will perform dance sequences to music.</b>	<b>PE M 03.1.5</b> <b>Students will perform dance sequences to music.</b>	<b>PE M 04.1.5</b> <b>Students will perform dance sequences to music.</b>	<b>PE M 05.1.5</b> <b>Students will perform dance sequences to music.</b>
<b>Dance and Rhythms Curricular Indicators</b>	PE M P4.1.5.a Attempts various forms of movements and rhythms	PE M 00.1.5.a Attempts various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)	PE M 01.1.5.a Practices various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)	PE M 02.1.5.a Practices various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)	PE M 03.1.5.a Performs various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)	PE M 04.1.5.a Performs various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)	PE M 05.1.5.a Performs various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)



<b>Dance and Rhythms Curricular Indicators</b>		PE M 00.1.5.b Explores various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance	PE M 01.1.5.b Explores various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance	PE M 02.1.5.b Explores various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance	PE M 03.1.5.b Demonstrates various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance	PE M 04.1.5.b Demonstrates various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance	PE M 05.1.5.b Demonstrates various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance
<b>Fitness Activities Standards</b>	<b>PE M P4.1.6</b> Students will be introduced to exercise at a health enhancing level.	<b>PE M 00.1.6</b> Students will be introduced to exercise at a health enhancing level.	<b>PE M 01.1.6</b> Students will be introduced to exercise at a health enhancing level.	<b>PE M 02.1.6</b> Students will be introduced to exercise at a health enhancing level.	<b>PE M 03.1.6</b> Students will be introduced to exercise at a health enhancing level.	<b>PE M 04.1.6</b> Students will be introduced to exercise at a health enhancing level.	<b>PE M 05.1.6</b> Students will be introduced to exercise at a health enhancing level.
<b>Fitness Activities Curricular Indicators</b>	PE M P4.1.6.a Explores specialized skills in health-related fitness activities	PE M 00.1.6.a Explores specialized skills in health-related fitness activities	PE M 01.1.6.a Explores specialized skills in health-related fitness activities	PE M 02.1.6.a Explores specialized skills in health-related fitness activities	PE M 03.1.6.a Explores competency in 1 or more specialized skills in health-related fitness activities	PE M 04.1.6.a Explores competency in 1 or more specialized skills in health-related fitness activities	PE M 05.1.6.a Demonstrates competency in 1 or more specialized skills in health-related fitness activities

**PK-12 Physical Education Literacy KNOWLEDGE Comprehensive Standard:**

Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Concepts	Grade Level Standards						
	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Movement Concepts Standards</b>	<b>PE M P4.2.1</b> Students will explore the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	<b>PE M 00.2.1</b> Students will explore the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	<b>PE M 01.2.1</b> Students will demonstrate the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	<b>PE S 02.2.1</b> Students will demonstrates the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	<b>PE M 03.2.1</b> Students will practice beginning skills of selected specialized movement forms.	<b>PE M 04.2.1</b> Students will demonstrate beginning skills of selected specialized movement forms.	<b>PE S 05.2.1</b> Students will demonstrate beginning skills of selected specialized movement forms.
<b>Movement Principles and Knowledge Standards</b>	<b>PE M P4.2.2</b> Students will introduce strategies and tactics within games.	<b>PE M 00.2.2</b> Students will introduce strategies and tactics within games.	<b>PE M 01.2.2</b> Students will introduce strategies and tactics within games.	<b>PE M 02.2.2</b> Students will introduce strategies and tactics within games.	<b>PE M 03.2.2</b> Students will introduce strategies and tactics within games.	<b>PE M 04.2.2</b> Students will apply strategies and tactics within games.	<b>PE M 05.2.2</b> Students will apply strategies and tactics within games.
<b>Movement Concepts Standards</b>	<b>PE M P4.2.1</b> Students will explore the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	<b>PE M 00.2.1</b> Students will explore the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	<b>PE M 01.2.1</b> Students will demonstrate the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	<b>PE S 02.2.1</b> Students will demonstrates the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	<b>PE M 03.2.1</b> Students will practice beginning skills of selected specialized movement forms.	<b>PE M 04.2.1</b> Students will demonstrate beginning skills of selected specialized movement forms.	<b>PE S 05.2.1</b> Students will demonstrate beginning skills of selected specialized movement forms.
<b>Movement Concepts Curricular Indicators</b>	<b>PE M P4.2.1.a</b> Practices movement in personal (self-space) and general space	<b>PE N 00.2.1.a</b> Differentiates between movement in personal (self-space) and general space	<b>PE N 01.2.1.a</b> Moves in self-space and general space in response to designated beats/ rhythms	<b>PE N 02.2.1.a</b> Combines locomotor skills in general space to a rhythm	<b>PE N 03.2.1.a</b> Recognizes the concept of open spaces in a movement context	<b>PE N 04.2.1.a</b> Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling)	<b>PE N 05.2.1.a</b> Combines spatial concepts with locomotor and non-locomotor movements for small groups in dance and games environments

<b>Movement Concepts Curricular Indicators</b>  (continued)	<b>PE M P4.2.1.b</b> Moves in personal space to a rhythm	<b>PE N 00.2.1.b</b> Moves in personal space to a rhythm	<b>PE M 01.2.1.b</b> Moves through general space to a rhythm	<b>PE M 02.2.1.b</b> Moves through general space cooperatively to a rhythm	<b>PE M 03.2.1.b</b> Moves through general space cooperatively to a sequence of rhythms	<b>PE N 04.2.1.b</b> Applies the concept of closing spaces in small-sided practice tasks	<b>PE M 05.2.1.b</b> Applies the concept of closing spaces in small-sided practice tasks
	<b>PE M P4.2.1.c</b> Explores traveling in pathways	<b>PE N 00.2.1.c</b> Travels in 3 different pathways	<b>PE M 01.2.1.c</b> Travels demonstrating low, middle, high levels with or without objects (e.g. over, under, around, through)	<b>PE M 02.2.1.c</b> Combines shapes, levels and pathways into simple travel and dance sequences	<b>PE N 03.2.1.c</b> Recognizes locomotor skills specific to a wide variety of physical activities	<b>PE M 04.2.1.c</b> Combines movement concepts with skills in small-sided practice tasks and dance environments	<b>PE M 05.2.1.c</b> Combines movement concepts with skills in small-sided practice tasks in game environments and dance with self-direction
	<b>PE M P4.2.1.d</b> Explores traveling in general space with different speeds	<b>PE N 00.2.1.d</b> Travels in general space with different speeds	<b>PE M 01.2.1.d</b> Differentiates between fast and slow speeds and strong and light force	<b>PE N 02.2.1.d</b> Varies time and force with gradual increases and decreases	<b>PE N 03.2.1.d</b> Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher	<b>PE N 04.2.1.d</b> Applies the movement concepts of speed, endurance and pacing for running	<b>PE N 05.2.1.d</b> Applies movement concepts to strategy in game situations
						<b>PE N 04.2.1.e</b> Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target	<b>PE N 05.2.1.e</b> Applies the concepts of direction and force to strike an object with a long-handled implement
							<b>PE N 05.2.1.f</b> Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments and dance

<b>Movement Concepts Curricular Indicators</b>  (continued)					PE N 03.2.1.e Applies simple strategies and tactics in chasing activities	PE N 04.2.1.f Applies simple offensive strategies and tactics in chasing and fleeing activities	PE N 05.2.1.g Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks
					PE N 03.2.1.f Applies simple strategies in fleeing activities	PE N 04.2.1.g Applies simple defensive strategies/ tactics in chasing and fleeing activities	PE N 05.2.1.h Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks
						PE N 04.2.1.h Recognizes the types of kicks needed for different games and sports situations	PE N 05.2.1.i Recognizes the type of throw, volley or striking action needed for different games and sports situations
	PE M P4.2.1.e Introduces strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE M 00.2.1.e Introduces strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE M 01.2.1.e Introduces strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE M 02.2.1.e Introduces strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE M 03.2.1.g Applies strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE M 04.2.1.i Applies strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE M 05.2.1.j Applies strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)

<b>Movement Principles and Knowledge Standards</b>	<b>PE M P4.2.2</b> Students will introduce strategies and tactics within games.	<b>PE M 00.2.2</b> Students will introduce strategies and tactics within games.	<b>PE M 01.2.2</b> Students will introduce strategies and tactics within games.	<b>PE M 02.2.2</b> Students will introduce strategies and tactics within games.	<b>PE M 03.2.2</b> Students will introduce strategies and tactics within games.	<b>PE M 04.2.2</b> Students will apply strategies and tactics within games.	<b>PE M 05.2.2</b> Students will apply strategies and tactics within games.
<b>Movement Principles and Knowledge Curricular Indicators</b>		PE M 00.2.2.a Explores the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 01.2.2.a Explores the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 02.2.2.a Explores the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 03.2.2.a Explores the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 04.2.2.a Practices the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 05.2.2.a Practices the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately

**PK-12 Exercise and Fitness ACTIVE LIFESTYLE and FITNESS Comprehensive Standard:**

**Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of exercise and fitness.**

**Grade Level Standards**

<b>Concepts</b>	<b>PreK</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Exercise Knowledge Standards</b>	<b>PE M P4.3.1</b> Students will engage in moderate to vigorous exercise.	<b>PE M 00.3.1</b> Students will engage in moderate to vigorous exercise.	<b>PE M 01.3.1</b> Students will engage in moderate to vigorous exercise.	<b>PE S 02.3.1</b> Students will engage in moderate to vigorous exercise.	<b>PE M 03.3.1</b> Students will identify strengths and weaknesses based upon health-related testing.	<b>PE M 04.3.1</b> Students will identify strengths and weaknesses based upon health-related testing.	<b>PE S 05.3.1</b> Students will identify strengths and weaknesses based upon health-related testing.
<b>Engages in Exercise Standards</b>	<b>PE M P4.3.2</b> Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills during outdoor time.	<b>PE M 00.3.2</b> Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in P.E. class and during leisure time.	<b>PE M 01.3.2</b> Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in P.E. class and during leisure time.	<b>PE S 02.3.2</b> Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in P.E. class and during leisure time.	<b>PE M 03.3.2</b> Students will participate in exercise in both school and non-school settings.	<b>PE M 04.3.2</b> Students will participate in exercise in both school and non-school settings.	<b>PE S 05.3.2</b> Students will participate in exercise in both school and non-school settings.
<b>Fitness Knowledge Standards</b>	<b>PE M P4.3.3</b> Students will begin to identify the basic components of health-related fitness.	<b>PE M 00.3.3</b> Students will identify the basic components of health-related fitness.	<b>PE M 01.3.3</b> Students will identify the basic components of health-related fitness.	<b>PE S 02.3.3</b> Students will identify the basic components of health-related fitness.	<b>PE M 03.3.3</b> Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.	<b>PE M 04.3.3</b> Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.	<b>PE S 05.3.3</b> Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.
<b>Assessment and Program Planning Standards</b>	<b>PE M P4.3.4</b> Students will explore fitness concepts.	<b>PE M 00.3.4</b> Students will explore fitness concepts.	<b>PE M 01.3.4</b> Students will explore fitness concepts.	<b>PE M 02.3.4</b> Students will explore fitness concepts.	<b>PE M 03.3.4</b> Students will be introduced to demonstrate knowledge of physical fitness	<b>PE M 04.3.4</b> Students will be able to demonstrate knowledge of physical fitness through written	<b>PE S 05.3.4</b> Students will be able to demonstrate knowledge of physical fitness

<b>Assessment and Program Planning Standards</b>  (continued)					<b>through written assessment. (i.e., Introduction to Fitnessgram)</b>	<b>assessment to achieve desired levels of health-related fitness. (i.e., Fitnessgram)</b>	<b>through written assessment in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)</b>
<b>Nutrition Standards</b>	<b>PE M P4.3.5</b> <b>Students will be introduced to the importance of nutrition in a healthy lifestyle.</b> (H M PK.1.4 Students will recognize the difference between healthy and unhealthy choices.)	<b>PE M 00.3.5</b> <b>Students will be introduced to the importance of nutrition in a healthy lifestyle.</b> (H M 00.1.4 Students will recognize healthy and unhealthy choices.)	<b>PE M 01.3.5</b> <b>Students will be introduced to the importance of nutrition in a healthy lifestyle.</b> (H M 01.1.4 Students will understand the components of balanced nutrition.)	<b>PE M 02.3.5</b> <b>Students will be introduced to the importance of nutrition in a healthy lifestyle.</b> (H M 02.1.4 Students will apply knowledge of healthy food choices.)	<b>PE M 03.3.5</b> <b>Students will identify the importance of nutrition in a healthy lifestyle.</b> (H M 03.1.4 Students will differentiate between healthy and unhealthy choices.)	<b>PE M 04.3.5</b> <b>Students will identify the importance of nutrition in a healthy lifestyle.</b>	<b>PE M 05.3.5</b> <b>Students will identify the importance of nutrition in a healthy lifestyle.</b>
<b>Feeling and Stress Management Standards</b>	<b>PE M P4.3.6</b> <b>Students will be introduced to lessons on feelings.</b> (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 00.3.6</b> <b>Students will be introduced to lessons on feelings.</b> (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 01.3.6</b> <b>Students will be introduced to lessons on feelings.</b> (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 02.3.6</b> <b>Students will be introduced to lessons on feelings.</b> (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 03.3.6</b> <b>Students will explain and identify one's feelings.</b> (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 04.3.6</b> <b>Students will explain and identify one's feelings.</b> (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 05.3.6</b> <b>Students will explain and identify one's feelings.</b> (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)

<b>Exercise Knowledge Standards</b>	<b>PE M P4.3.1</b> Students will engage in moderate to vigorous exercise.	<b>PE M 00.3.1</b> Students will engage in moderate to vigorous exercise.	<b>PE M 01.3.1</b> Students will engage in moderate to vigorous exercise.	<b>PE S 02.3.1</b> Students will engage in moderate to vigorous exercise.	<b>PE M 03.3.1</b> Students will identify strengths and weaknesses based upon health-related testing.	<b>PE M 04.3.1</b> Students will identify strengths and weaknesses based upon health-related testing.	<b>PE S 05.3.1</b> Students will identify strengths and weaknesses based upon health-related testing.
<b>Exercise Knowledge Curricular Indicators</b>	<b>PE MP 4.3.1.a</b> Explores active-play opportunities outside physical education class	PE N 00.3.1.a Identifies active-play opportunities outside physical education class	PE N 01.3.1.a Discusses the benefits of being active and exercising and/ or playing	PE N 02.3.1.a Describes large-motor and/or manipulative exercise for participation outside physical education class (e.g., before, during and after school, at home, at the park, with friends, with the family)	PE N 03.3.1.a Charts participation in exercise outside physical education class	PE N 04.3.1.a Analyzes opportunities for participating in exercise outside physical education class	PE N 05.3.1.a Charts and analyzes exercise outside physical education class for fitness benefits of activities
					PE N 03.3.1.b Identifies exercise benefits as a way to become healthier	<b>PE M 04.3.1.b</b> Identifies exercise benefits as a way to become healthier	<b>PE M 05.3.1.b</b> Identifies exercise benefits as a way to become healthier
<b>Engages in Exercise Standards</b>	<b>PE M P4.3.2</b> Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills during outdoor time.	<b>PE M 00.3.2</b> Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in P.E. class and during leisure time.	<b>PE M 01.3.2</b> Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in P.E. class and during leisure time.	<b>PE S 02.3.2</b> Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in P.E. class and during leisure time.	<b>PE M 03.3.2</b> Students will participate in exercise in both school and non-school settings.	<b>PE M 04.3.2</b> Students will participate in exercise in both school and non-school settings.	<b>PE S 05.3.2</b> Students will participate in exercise in both school and non-school settings.
<b>Engages in Exercise Curricular Indicators</b>	<b>PE M P4.3.2.a</b> Participates in physical education class	PE N 00.3.2.a Participates in physical education class	PE N 01.3.2.a Engages in physical education class	PE N 02.3.2.a Engages in physical education class in response to instruction and practice	PE N 03.3.2.a Engages in the activities of physical education class without teacher prompting	PE N 04.3.2.a Engages in the activities of physical education class, both teacher-directed and independent	PE N 05.3.2.a Engages in all the activities of physical education



<b>Engages in Exercise Curricular Indicators</b>					PE M 03.3.2.b Participates in a variety of aerobic fitness activities	PE M 04.3.2.b Participates in a variety of aerobic fitness activities	PE M 05.3.2.b Participates in a variety of aerobic fitness activities
(continued)		PE M 00.3.2.b Participates in a variety of aerobic-fitness activities using technology	PE M 01.3.2.b Participates in a variety of aerobic-fitness activities using technology	PE M 02.3.2.b Participates in a variety of aerobic-fitness activities using technology	PE M 03.3.2.c Participates in a variety of aerobic-fitness activities using technology	PE M 04.3.2.c Participates in a variety of aerobic-fitness activities using technology	PE M 05.3.2.c Participates in a variety of aerobic-fitness activities using technology
					PE M 03.3.2.d Explores recreational team sports, outdoor pursuits, and dance activities	PE M 04.3.2.d Explores recreational team sports, outdoor pursuits, and dance activities	PE M 05.3.2.d Explores recreational team sports, outdoor pursuits, and dance activities
	PE M P4.3.2.b Understands the importance of exercise	PE M 00.3.2.c Understands the importance of participating in moderate to vigorous aerobic and/or muscle- and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 01.3.2.c Understands the importance of participating in moderate to vigorous aerobic and/or muscle- and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 02.3.2.c Understands the importance of participating in moderate to vigorous aerobic and/or muscle- and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 03.3.2.e Understands the importance of participating in moderate to vigorous aerobic and/or muscle- and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 04.3.2.e Understands the importance of participating in moderate to vigorous aerobic and/or muscle- and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 05.3.2.e Understands the importance of participating in moderate to vigorous aerobic and/or muscle- and bone strengthening exercise for at least 60 minutes per day at least 5 times a week
<b>Fitness Knowledge Standards</b>	<b>PE M P4.3.3</b> Students will begin to identify the basic components of health-related fitness.	<b>PE M 00.3.3</b> Students will identify the basic components of health-related fitness.	<b>PE M 01.3.3</b> Students will identify the basic components of health-related fitness.	<b>PE S 02.3.3</b> Students will identify the basic components of health-related fitness.	<b>PE M 03.3.3</b> Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.	<b>PE M 04.3.3</b> Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.	<b>PE S 05.3.3</b> Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.

<b>Fitness Knowledge Curricular Indicators</b>  (continued)	<b>PE M P4.3.3.a</b> Explores the effects of exercise on the body	<b>PE N 00.3.3.a</b> Recognizes that when you move fast, your heart beats faster and you breathe faster	<b>PE N 01.3.3.a</b> Identifies the heart as a muscle that grows stronger with exercise, play and exercise	<b>PE N 02.3.3.a</b> Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength.	<b>PE N 03.3.3.a</b> Describes the concept of fitness and provides examples of exercise to enhance fitness	<b>PE N 04.3.3.a</b> Identifies the components of health-related fitness	<b>PE N 05.3.3.a</b> Differentiates between skill-related and health-related fitness
	<b>PE M P4.3.3.b</b> Identifies exercise that contributes to fitness	<b>PE M 00.3.3.b</b> Identifies exercise that contributes to fitness	<b>PE M 01.3.3.b</b> Identifies exercise that contributes to fitness	<b>PE N 02.3.3.b</b> Identifies exercise that contributes to fitness.	<b>PE M 03.3.3.b</b> Identifies exercise that contributes to fitness	<b>PE M 04.3.3.b</b> Identifies exercise that contributes to fitness	<b>PE M 05.3.3.b</b> Identifies exercise that contributes to fitness
					<b>PE N 03.3.3.c</b> Recognizes the importance of warm-up and cool-down relative to vigorous exercise	<b>PE N 04.3.3.c</b> Demonstrates warm-up and cool-down relative to the cardio-respiratory fitness assessment	<b>PE N 05.3.3.c</b> Identifies the need for warm-up and cool-down relative to various exercise
					<b>PE M 03.3.3.d</b> Understands aerobic and anaerobic capacity and between muscular strength and endurance	<b>PE M 04.3.3.d</b> Understands aerobic and anaerobic capacity and between muscular strength and endurance	<b>PE M 05.3.3.d</b> Understands aerobic and anaerobic capacity and between muscular strength and endurance
	<b>PE M P4.3.3.c</b> Explores the importance of warm ups and cool downs before and after exercise	<b>PE M 00.3.3.c</b> Explores the importance of warm ups and cool downs before and after exercise	<b>PE M 01.3.3.c</b> Explores the importance of warm ups and cool downs before and after exercise	<b>PE M 02.3.3.c</b> Practices the use of warm ups and cool downs before and after exercise	<b>PE M 03.3.3.e</b> Practices the use of warm ups and cool downs before and after exercise	<b>PE M 04.3.3.e</b> Uses warm ups and cool downs before and after exercise	<b>PE M 05.3.3.e</b> Uses warm ups and cool downs before and after exercise
					<b>PE M 03.3.3.f</b> Identifies major muscles used in selected exercise	<b>PE M 04.3.3.f</b> Identifies major muscles used in selected exercise	<b>PE M 05.3.3.f</b> Identifies major muscles used in selected exercise

<b>Assessment and Program Planning Standards</b>	<b>PE M P4.3.4</b> Students will explore fitness concepts.	<b>PE M 00.3.4</b> Students will explore fitness concepts.	<b>PE M 01.3.4</b> Students will explore fitness concepts.	<b>PE M 02.3.4</b> Students will explore fitness concepts.	<b>PE M 03.3.4</b> Students will be introduced to demonstrate knowledge of physical fitness through written assessment. (i.e., Introduction to Fitnessgram)	<b>PE M 04.3.4</b> Students will be able to demonstrate knowledge of physical fitness through written assessment to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	<b>PE S 05.3.4</b> Students will be able to demonstrate knowledge of physical fitness through written assessment in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)
<b>Assessment and Program Curricular Indicators</b>	<b>PE M P4.3.4.a</b> Uses teacher and self-assessment to correct motor performance	<b>PE M 00.3.4.a</b> Uses teacher, peer, and self-assessment to correct motor performance	<b>PE M 01.3.4.a</b> Uses teacher, peer, and self-assessment to correct motor performance	<b>PE M 02.3.4.a</b> Uses teacher, peer, and self-assessment to correct motor performance	<b>PE N 03.3.4.a</b> Demonstrates, with teacher direction, the health-related fitness components.	<b>PE N 04.3.4.a</b> Completes fitness assessments (pre- and post-)	<b>PE N 05.3.4.a</b> Analyzes results of fitness assessment (pre- and post-), comparing results to fitness components for good health
						<b>PE N 04.3.4.b</b> Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas	<b>PE N 05.3.4.b</b> Designs a fitness plan to address ways to use exercise to enhance fitness.
<b>Nutrition Standards</b>	<b>PE M P4.3.5</b> Students will be introduced to the importance of nutrition in a healthy lifestyle.	<b>PE M 00.3.5</b> Students will be introduced to the importance of nutrition in a healthy	<b>PE M 01.3.5</b> Students will be introduced to the importance of nutrition in a	<b>PE M 02.3.5</b> Students will be introduced to the importance of nutrition in a healthy lifestyle.	<b>PE M 03.3.5</b> Students will identify the importance of nutrition in a healthy lifestyle.	<b>PE M 04.3.5</b> Students will identify the importance of nutrition in a healthy lifestyle.	<b>PE M 05.3.5</b> Students will identify the importance of nutrition in a healthy lifestyle.

<b>Nutrition Standards</b>  (continued)	(H M PK.1.4 Students will recognize the difference between healthy and unhealthy choices.)	<b>lifestyle.</b> (H M 00.1.4 Students will recognize healthy and unhealthy choices.)	<b>healthy lifestyle.</b> (H M 01.1.4 Students will understand the components of balanced nutrition.)	(H M 02.1.4 Students will apply knowledge of healthy food choices.)	(H M 03.1.4 Students will differentiate between healthy and unhealthy choices.)		
<b>Nutrition Curricular Indicators</b>	<b>PE M P4.3.5.a</b> Recognizes that food provides energy for exercise (H M PK.1.4 Students will recognize the difference between healthy and unhealthy choices.)	PE N 00.3.5.a Recognizes that food provides energy for exercise (H M 00.1.4 Students will recognize healthy and unhealthy choices.)	PE N 01.3.5.a Differentiates between healthy and unhealthy foods (H M 01.1.4 Students will understand the components of balanced nutrition.)	PE N 02.3.5.a Recognizes the “good health balance” of good nutrition with exercise (H M 02.1.4 Students will apply knowledge of healthy food choices.)	PE N 03.3.5.a Identifies foods that are beneficial for before and after exercise (H M 03.1.4 Students will differentiate between healthy and unhealthy choices.)	PE N 04.3.5.a Discusses the importance of hydration and hydration choices relative to exercise	PE N 05.3.5.a Analyzes the impact of food choices relative to exercise, youth sports and personal health
<b>Feeling and Stress Management Standards</b>	<b>PE M P4.3.6</b> Students will be introduced to lessons on feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 00.3.6</b> Students will be introduced to lessons on feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 01.3.6</b> Students will be introduced to lessons on feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 02.3.6</b> Students will be introduced to lessons on feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 03.3.6</b> Students will explain and identify one’s feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 04.3.6</b> Students will explain and identify one’s feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 05.3.6</b> Students will explain and identify one’s feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)

<b>Feelings and Stress Management Curricular Indicators</b>	<b>PE M P4.3.6.a</b> Explores positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 00.3.6.a</b> Explores positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 01.3.6.a</b> Explores positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 02.3.6.a</b> Explores positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 03.3.6.a</b> Identifies positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 04.3.6.a</b> Identifies positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 05.3.6.a</b> Identifies positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)
---	---	---	---	---	---	---	---

**PK-12 Exercise Behavior RESPONSIBLE BEHAVIOR Comprehensive Standard:  
Students will exhibit personal and social behavior that respects self and others.**

**Grade Level Standards**

<b>Concepts</b>	<b>PreK</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Works Cooperatively Standards</b>	<b>PE M P4.4.1</b> Students will explore working cooperatively and interacting with other students regardless of differences.	<b>PE M 00.4.1</b> Students will practice working cooperatively and interacting with other students regardless of differences.	<b>PE M 01.4.1</b> Students will demonstrate progress toward working cooperatively and interacting with other students regardless of differences.	<b>PE S 02.4.1</b> Students will demonstrate progress toward working cooperatively and interacting with other students regardless of differences.	<b>PE M 03.4.1</b> Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.	<b>PE M 04.4.1</b> Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.	<b>PE S 05.4.1</b> Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.
<b>Class Rules Standards</b>	<b>PE M P4.4.2</b> Students will follow class rules to insure safety and learning.	<b>PE M 00.4.2</b> Students will follow class rules to insure safety and learning.	<b>PE M 01.4.2</b> Students will follow class rules to insure safety and learning.	<b>PE M 02.4.2</b> Students will follow class rules to insure safety and learning.	<b>PE M 03.4.2</b> Students will follow class rules to insure safety and learning.	<b>PE M 04.4.2</b> Students will follow class rules to insure safety and learning.	<b>PE M 05.4.2</b> Students will follow class rules to insure safety and learning.
<b>Safety Standards</b>	<b>PE M P4.4.3</b> Students will identify and model safety practices and class procedures	<b>PE M 00.4.3</b> Students will identify and model safety practices and class procedures.	<b>PE M 01.4.3</b> Students will identify and model safety practices and class procedures.	<b>PE S 02.4.3</b> Students will identify and model safety practices and class procedures.	<b>PE M 03.4.3</b> Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.	<b>PE M 04.4.3</b> Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.	<b>PE S 05.4.3</b> Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.
<b>Works Cooperatively Standards</b>	<b>PE M P4.4.1</b> Students will explore working cooperatively and interacting with other students regardless of differences.	<b>PE M 00.4.1</b> Students will practice working cooperatively and interacting with other students regardless of differences.	<b>PE M 01.4.1</b> Students will demonstrate progress toward working cooperatively and interacting with other students regardless of differences.	<b>PE S 02.4.1</b> Students will demonstrate progress toward working cooperatively and interacting with other students regardless of differences.	<b>PE M 03.4.1</b> Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.	<b>PE M 04.4.1</b> Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.	<b>PE S 05.4.1</b> Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.

<b>Works Cooperatively Curricular Indicators</b>	<b>PE M P4.4.1.a</b> Follows directions in group settings (e.g., safe behaviors, following rules, taking turns)	PE N 00.4.1.a Follows directions in group settings (e.g., safe behaviors, following rules, taking turns)	PE N 01.4.1.a Accepts personal responsibility by using equipment and space appropriately	PE N 02.4.1.a Practices skills with minimal teacher prompting	PE N 03.4.1.a Exhibits personal responsibility in teacher-directed activities	PE N 04.4.1.a Exhibits responsible behavior in independent group situations	PE N 05.4.1.a Engages in exercise with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee)
	<b>PE M P4.4.1.b</b> Acknowledges responsibility for behavior when prompted	PE N 00.4.1.b Acknowledges responsibility for behavior when prompted	PE N 01.4.1.b Follows the rules and parameters of the learning environment	PE N 02.4.1.b Accepts responsibility for class protocols with behavior and performance actions	PE N 03.4.1.b Works independently for extended periods of time	PE N 04.4.1.b Reflects on personal social behavior in exercise	PE N 05.4.1.b Participates with responsible personal behavior in a variety of exercise contexts, environments and facilities
	<b>PE M P4.4.1.c</b> Exhibits respect for self with appropriate behavior while engaging in exercise	<b>PE M 00.4.1.c</b> Exhibits respect for self with appropriate behavior while engaging in exercise	<b>PE M 01.4.1.c</b> Exhibits respect for self with appropriate behavior while engaging in exercise	<b>PE M 02.4.1.c</b> Exhibits respect for self with appropriate behavior while engaging in exercise	<b>PE M 03.4.1.c</b> Exhibits respect for self with appropriate behavior while engaging in exercise	<b>PE M 04.4.1.c</b> Exhibits respect for self with appropriate behavior while engaging in exercise	PE N 05.4.1.c Exhibits respect for self with appropriate behavior while engaging in exercise
	<b>PE M P4.4.1.d</b> Follows instruction/directions when prompted	PE N 00.4.1.d Follows instruction/directions when prompted	PE N 01.4.1.d Responds appropriately to general feedback from the teacher	PE N 02.4.1.d Accepts specific corrective feedback from the teacher	PE N 03.4.1.d Accepts and implements specific corrective feedback from the teacher	PE N 04.4.1.d Listens respectfully to corrective feedback from others (e.g., peers, adults)	PE N 05.4.1.d Gives corrective feedback respectfully to peers
	<b>PE M P4.4.1.e</b> Shares equipment and space with others	PE N 00.4.1.e Shares equipment and space with others	PE N 01.4.1.e Works independently with others in a variety of class environments (e.g., small and large groups)	PE N 02.4.1.e Works independently with others in partner environments	PE N 03.4.1.e Works cooperatively with others	PE N 04.4.1.e Praises the performance of others both more- and less-skilled	PE N 05.4.1.e Accepts, recognizes and actively involves others with both higher and lower skill abilities into exercise and group projects
	<b>PE M P4.4.1.f</b> Praises others for their success in movement performance	<b>PE M 00.4.1.f</b> Praises others for their success in movement performance	<b>PE M 01.4.1.f</b> Praises others for their success in movement performance	<b>PE M 02.4.1.f</b> Praises others for their success in movement performance	PE N 03.4.1.f Praises others for their success in movement performance	PE N 04.4.1.f Accepts players of all skill levels into the exercise	<b>PE M 05.4.1.f</b> Accepts players of all skill levels into the exercise

<b>Works Cooperatively</b> <b>Curricular Indicators</b>  (continued)	PE M P4.4.1.g Accepts differences between personal characteristics and performance levels	PE M 00.4.1.g Accepts differences between personal characteristics and performance levels	PE M 01.4.1.g Accepts differences between personal characteristics and performance levels	PE M 02.4.1.g Accepts differences between personal characteristics and performance levels	PE M 03.4.1.g Accepts differences between personal characteristics and performance levels	PE M 04.4.1.g Accepts differences between personal characteristics and performance levels	PE M 05.4.1.g Accepts differences between personal characteristics and performance levels
	PE M P4.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting	PE M 00.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting	PE M 01.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting	PE M 02.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting.	PE M 03.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting	PE M 04.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting	PE M 05.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting
<b>Class Rules Standards</b>	<b>PE M P4.4.2</b> <b>Students will follow class rules to ensure safety and learning.</b>	<b>PE M 00.4.2</b> <b>Students will follow class rules to ensure safety and learning.</b>	<b>PE M 01.4.2</b> <b>Students will follow class rules to ensure safety and learning.</b>	<b>PE M 02.4.2</b> <b>Students will follow class rules to ensure safety and learning.</b>	<b>PE M 03.4.2</b> <b>Students will follow class rules to ensure safety and learning.</b>	<b>PE M 04.4.2</b> <b>Students will follow class rules to ensure safety and learning.</b>	<b>PE M 05.4.2</b> <b>Students will follow class rules to ensure safety and learning.</b>
<b>Class Rules Curricular Indicators</b>	PE M P4.4.2.a Recognizes the established protocol for class activities	PE N 00.4.2.a Recognizes the established protocol for class activities	PE N 01.4.2.a Exhibits the established protocols for class activities	PE N 02.4.2.a Recognizes the role of rules and etiquette in teacher-designed exercise	PE N 03.4.2.a Recognizes the role of rules and etiquette in exercise with peers	PE N 04.4.2.a Exhibits etiquette and adherence to rules in a variety of exercise	PE N 05.4.2.a Critiques the etiquette involved in rules of various game activities
<b>Safety Standards</b>	<b>PE M P4.4.3</b> <b>Students will identify and model safety practices and class procedures</b>	<b>PE M 00.4.3</b> <b>Students will identify and model safety practices and class procedures.</b>	<b>PE M 01.4.3</b> <b>Students will identify and model safety practices and class procedures.</b>	<b>PE S 02.4.3</b> <b>Students will identify and model safety practices and class procedures.</b>	<b>PE M 03.4.3</b> <b>Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.</b>	<b>PE M 04.4.3</b> <b>Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.</b>	<b>PE S 05.4.3</b> <b>Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.</b>
<b>Safety Curricular Indicators</b>	PE M P4.4.3.a Follows teacher directions for safe participation and proper use of equipment with minimal reminders	PE N 00.4.3.a Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	PE N 01.4.3.a Follows teacher directions for safe participation and proper use of equipment without teacher reminders	PE N 02.4.3.a Works independently and safely in physical education	PE N 03.4.3.a Works independently and safely in exercise settings	PE N 04.4.3.a Works safely with peers and equipment in exercise settings	PE N 05.4.3.a Applies safety principles with age-appropriate exercise
	PE M P4.4.3.b Works safely with physical education equipment	PE M 00.4.3.b Works safely with physical education equipment	PE M 01.4.3.b Works safely with physical education equipment	PE N 02.4.3.b Works safely with physical education equipment	PE M 03.4.3.b Works safely with physical education equipment	PE M 04.4.3.b Works safely with physical education equipment	PE M 05.4.3.b Works safely with physical education equipment



<b>PK-12 Exercise Behavior AWARENESS Comprehensive Standard:</b>							
<b>Students will recognize the value of exercise for health, enjoyment, challenge, self-expression and/or social interaction.</b>							
<b>Grade Level Standards</b>							
<b>Concepts</b>	<b>PreK</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Health Standards</b>	<b>PE M P4.5.1</b> Students will recognize exercise as an important component of overall health.	<b>PE M 00.5.1</b> Students will recognize exercise as an important component of overall health.	<b>PE M 01.5.1</b> Students will recognize exercise as an important component of overall health.	<b>PE M 02.5.1</b> Students will recognize exercise as an important component of overall health.	<b>PE M 03.5.1</b> Students will recognize exercise as an important component of overall health.	<b>PE M 04.5.1</b> Students will recognize exercise as an important component of overall health.	<b>PE M 05.5.1</b> Students will recognize exercise as an important component of overall health.
<b>Challenge Standards</b>	<b>PE M P4.5.2</b> Students will begin to describe the physiological benefits that result from exercise.	<b>PE M 00.5.2</b> Students will begin to describe the physiological benefits that result from exercise.	<b>PE M 01.5.2</b> Students will describe the physiological benefits that result from exercise.	<b>PE S 02.5.2</b> Students will describe the physiological benefits that result from exercise.	<b>PE M 03.5.2</b> Students will attempt new activities.	<b>PE M 04.5.2</b> Students will attempt new activities.	<b>PE S 05.5.2</b> Students will attempt new activities.
<b>Self-Expression Standards</b>	<b>PE M P4.5.3</b> Students will begin to demonstrate self-direction and independence by participating in exercise.	<b>PE M 00.5.3</b> Students will recognize exercise as a positive opportunity for social development and group interaction.	<b>PE M 01.5.3</b> Students will recognize exercise as a positive opportunity for social development and group interaction.	<b>PE S 02.5.3</b> Students will recognize exercise as a positive opportunity for social development and group interaction.	<b>PE M 03.5.3</b> Students will express feelings about exercise.	<b>PE M 04.5.3</b> Students will express feelings about exercise.	<b>PE S 05.5.3</b> Students will express feelings about exercise.
<b>Social Interaction Standards</b>	<b>PE M P4.5.4</b> Students will recognize teamwork is important.	<b>PE M 00.5.4</b> Students will recognize teamwork is important.	<b>PE M 01.5.4</b> Students will recognize teamwork is important.	<b>PE M 02.5.4</b> Students will recognize teamwork is important.	<b>PE M 03.5.4</b> Students will attribute success and improvement to effort and practice.	<b>PE M 04.5.4</b> Students will attribute success and improvement to effort and practice.	<b>PE S 05.5.4</b> Students will attribute success and improvement to effort and practice.
<b>Health Standards</b>	<b>PE M P4.5.1</b> Students will recognize exercise as an important component of overall health.	<b>PE M 00.5.1</b> Students will recognize exercise as an important component of overall health.	<b>PE M 01.5.1</b> Students will recognize exercise as an important component of overall health.	<b>PE M 02.5.1</b> Students will recognize exercise as an important component of overall health.	<b>PE M 03.5.1</b> Students will recognize exercise as an important component of overall health.	<b>PE M 04.5.1</b> Students will recognize exercise as an important component of overall health.	<b>PE M 05.5.1</b> Students will recognize exercise as an important component of overall health.
<b>Health Curricular Indicators</b>				PE N 02.5.1.a Recognizes the value of “good health balance”	PE N 03.5.1.a Discusses the relationship between exercise and good health	PE N 04.5.1.a Examines the health benefits of exercise	PE N 05.5.1.a Compares the health benefits of participating in selected exercise

<b>Health Curricular Indicators</b>  (continued)						PE M 04.5.1.b Identifies components of exercise that provide opportunities for reducing stress and for social interaction	PE M 05.5.1.b Identifies components of exercise that provide opportunities for reducing stress and for social interaction
<b>Challenge Standards</b>	<b>PE M P4.5.2</b> Students will begin to describe the physiological benefits that result from exercise.	<b>PE M 00.5.2</b> Students will begin to describe the physiological benefits that result from exercise.	<b>PE M 01.5.2</b> Students will describe the physiological benefits that result from exercise.	<b>PE S 02.5.2</b> Students will describe the physiological benefits that result from exercise.	<b>PE M 03.5.2</b> Students will attempt new activities.	<b>PE M 04.5.2</b> Students will attempt new activities.	<b>PE S 05.5.2</b> Students will attempt new activities.
<b>Challenge Curricular Indicators</b>	PE M P4.5.2.a Acknowledges that some exercises are challenging/difficult	PE N 00.5.2.a Acknowledges that some exercises are challenging/difficult	PE N 01.5.2.a Recognizes that challenge in physical education activities can lead to success	PE N 02.5.2.a Compares exercise that bring confidence and challenge	PE N 03.5.2.a Discusses the challenge that comes from learning a new exercise	PE N 04.5.2.a Rates the enjoyments of participating in challenging and master exercise	PE N 05.5.2.a Expresses (via written essay, visual art, creative dance) the enjoyments and/or challenge of participating in a favorite exercise
<b>Self-Expression Standards</b>	<b>PE M P4.5.3</b> Students will begin to demonstrate self-direction and independence by participating in exercise.	<b>PE M 00.5.3</b> Students will recognize exercise as a positive opportunity for social development and group interaction.	<b>PE M 01.5.3</b> Students will recognize exercise as a positive opportunity for social development and group interaction.	<b>PE S 02.5.3</b> Students will recognizes exercise as a positive opportunity for social development and group interaction.	<b>PE M 03.5.3</b> Students will express feelings about exercise.	<b>PE M 04.5.3</b> Students will express feelings about exercise.	<b>PE S 05.5.3</b> Students will express feelings about exercise.
<b>Self-Expression Curricular Indicators</b>	PE M P4.5.3.a Identifies exercise that are enjoyable	PE N 00.5.3.a Identifies exercise that are enjoyable	PE N 01.5.3.a Describes positive feelings that result from participating in exercise	PE N 02.5.3.a Identifies exercise that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment	PE N 03.5.3.a Reflects on the reason or enjoying selected exercise	PE N 04.5.3.a Ranks the enjoyment of participating in different exercise	PE N 05.5.3.a Analyzes different exercise for enjoyment and challenge, identifying reasons for a positive or negative response

<b>Self-Expression Curricular Indicators</b> (continued)	<b>PE M P4.5.3.b</b> Discusses personal reasons (i.e., the “why”) for enjoying exercise	<b>PE N 00.5.3.b</b> Discusses personal reasons (i.e., the “why”) for enjoying exercise	<b>PE N 01.5.3.b</b> Discusses personal reasons (i.e., the “why”) for enjoying exercise	<b>PE M 02.5.3.b</b> Discusses personal reasons (i.e., the “why”) for enjoying exercise	<b>PE M 03.5.3.b</b> Discusses personal reasons (i.e., the “why”) for enjoying exercise	<b>PE M 04.5.3.b</b> Discusses personal reasons (i.e., the “why”) for enjoying exercise	<b>PE M 05.5.3.b</b> Discusses personal reasons (i.e., the “why”) for enjoying exercise
<b>Social Interaction Standards</b>	<b>PE M P4.5.4</b> Students will recognize teamwork is important.	<b>PE M 00.5.4</b> Students will recognize teamwork is important.	<b>PE M 01.5.4</b> Students will recognize teamwork is important.	<b>PE M 02.5.4</b> Students will recognize teamwork is important.	<b>PE M 03.5.4</b> Students will attribute success and improvement to effort and practice.	<b>PE M 04.5.4</b> Students will attribute success and improvement to effort and practice.	<b>PE S 05.5.4</b> Students will attribute success and improvement to effort and practice.
<b>Social Interaction Curricular Indicators</b>	<b>PE M P4.5.4.a</b> Discusses the enjoyment of playing with friends	<b>PE M 00.5.4.a</b> Discusses the enjoyment of playing with friends	<b>PE M 01.5.4.a</b> Discusses the enjoyment of playing with friends	<b>PE M 02.5.4.a</b> Discusses the enjoyment of playing with friends	<b>PE N 03.5.4.a</b> Describes the positive social interactions that come when engaged with others in exercise	<b>PE N 04.5.4.a</b> Describes and compares the positive social interactions when engaged in partner, small-group and large-group exercise	<b>PE N 05.5.4.a</b> Describes the social benefits gained from participating in exercise (e.g., recess, youth sport)
<b>NE K-12 Fine Arts Standards: Dance</b>		<b>FA S 2.3.1</b> Students will use dance elements and choreographic principles to explore ideas and images.	<b>FA S 2.3.1</b> Students will use dance elements and choreographic principles to explore ideas and images.	<b>FA S 2.3.1</b> Students will use dance elements and choreographic principles to explore ideas and images.	<b>FA S 5.3.1</b> Students will use dance elements and choreographic principles to develop movements that communicate ideas, images, and feelings.	<b>FA S 5.3.1</b> Students will use dance elements and choreographic principles to develop movements that communicate ideas, images, and feelings.	<b>FA S 5.3.1</b> Students will use dance elements and choreographic principles to develop movements that communicate ideas, images, and feelings.
<b>NE K-12 Fine Arts Indicators: Dance</b>		<b>FA S 3.1.a</b> Generates spontaneous movement independently to explore ideas and images (e.g. shadowing and movement imagery). *Use similes such as	<b>FA S 3.1.a</b> Generates spontaneous movement independently to explore ideas and images (e.g. shadowing and movement imagery). *Use similes such as	<b>FA S 3.1.a</b> Generates spontaneous movement independently to explore ideas and images (e.g. shadowing and movement imagery). *Use similes such as			

<b>NE K-12 Fine Arts Indicators: Dance</b>  (continued)		“flit like a butterfly” and “slither like a snake” to prompt movement exploration	“flit like a butterfly” and “slither like a snake” to prompt movement exploration	“flit like a butterfly” and “slither like a snake” to prompt movement exploration			
		FA S 2.3.1.b Creates movements that use a variety of dance elements (e.g., verbally cue students to explore a variety of imaginary environments that promote movement exploration and qualities.) *Follow the leader. Movement through peanut butter, strawberry gelatin, outer space, a swamp; float like a helium balloon	FA S 2.3.1.b Creates movements that use a variety of dance elements (e.g., verbally cue students to explore a variety of imaginary environments that promote movement exploration and qualities.) *Follow the leader. Movement through peanut butter, strawberry gelatin, outer space, a swamp; float like a helium balloon	FA S 2.3.1.b Creates movements that use a variety of dance elements (e.g., verbally cue students to explore a variety of imaginary environments that promote movement exploration and qualities.) *Follow the leader. Movement through peanut butter, strawberry gelatin, outer space, a swamp; float like a helium balloon			
		FA S 2.3.1.c Participates in movement invention, improvise with others (e.g., demonstrate the roles of leader and follower or the activity of “give and take”)	FA S 2.3.1.c Participates in movement invention, improvise with others (e.g., demonstrate the roles of leader and follower or the activity of “give and take”)	FA S 2.3.1.c Participates in movement invention, improvise with others (e.g., demonstrate the roles of leader and follower or the activity of “give and take”)			
		FA S 2.3.1.d Collaborates to solve problems, explore and develop ideas and concepts (e.g., create shapes as a small group, moving as a unit.) *Create circles, triangles, squares,	FA S 2.3.1.d Collaborates to solve problems, explore and develop ideas and concepts (e.g., create shapes as a small group, moving as a unit.) *Create circles, triangles, squares,	FA S 2.3.1.d Collaborates to solve problems, explore and develop ideas and concepts (e.g., create shapes as a small group, moving as a unit.) *Create circles, triangles, squares,			

<b>NE K-12 Fine Arts Indicators: Dance</b> (continued)		chains and create smaller groups within the larger group	chains and create smaller groups within the larger group	Chains and create smaller groups within the larger group			
<b>NE K-12 Fine Arts Standards: Dance</b>		<b>FA S 2.3.2 Students will explore movement skills in dance.</b>	<b>FA S 2.3.2 Students will explore movement skills in dance.</b>	<b>FA S 2.3.2 Students will explore movement skills in dance.</b>	<b>FA S 5.3.2 Students will develop movement skills in dance.</b>	<b>FA S 5.3.2 Students will develop movement skills in dance.</b>	<b>FA S 5.3.2 Students will develop movement skills in dance.</b>
<b>NE K-12 Fine Arts Indicators: Dance</b>		FA S 2.3.2.a Explores locomotor and non-locomotor movement to develop dance technique (e.g., gross motor movements) *Skip, hop, march, sway, swing, spin, jump	FA S 2.3.2.a Explores locomotor and non-locomotor movement to develop dance technique (e.g., gross motor movements) *Skip, hop, march, sway, swing, spin, jump	FA S 2.3.2.a Explores locomotor and non-locomotor movement to develop dance technique (e.g., gross motor movements) *Skip, hop, march, sway, swing, spin, jump	FA S 5.3.2.a Demonstrates whole body movements with flexibility and endurance to develop dance technique (e.g., execute exercises and combinations that build strength, awareness, coordination, and control) *Demonstrate and practice proper alignment , isolations, implement warm-up , cool-down routine	FA S 5.3.2.a Demonstrates whole body movements with flexibility and endurance to develop dance technique (e.g., execute exercises and combinations that build strength, awareness, coordination, and control) *Demonstrate and practice proper alignment , isolations, implement warm-up , cool-down routine	FA S 5.3.2.a Demonstrates whole body movements with flexibility and endurance to develop dance technique (e.g., execute exercises and combinations that build strength, awareness, coordination, and control) *Demonstrate and practice proper alignment , isolations, implement warm-up , cool-down routine
		FA S 2.3.2.b Develops body awareness and explore how the body moves through space and time (e.g., stretch, reach, bend, fold, twist, shrink, grow) *Axial movements , balance, spatial exploration	FA S 2.3.2.b Develops body awareness and explore how the body moves through space and time (e.g., stretch, reach, bend, fold, twist, shrink, grow) *Axial movements , balance, spatial exploration	FA S 2.3.2.b Develops body awareness and explore how the body moves through space and time (e.g., stretch, reach, bend, fold, twist, shrink, grow) *Axial movements , balance, spatial exploration	FA S 5.3.2.b Demonstrates ability to move rhythmically, explore levels in space, shift weight, with and without locomotion to perform dance (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance) *Incorporate arm movements and	FA S 5.3.2.b Demonstrates ability to move rhythmically, explore levels in space, shift weight, with and without locomotion to perform dance (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance) *Incorporate arm movements and	FA S 5.3.2.b Demonstrates ability to move rhythmically, explore levels in space, shift weight, with and without locomotion to perform dance (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance) *Incorporate arm movements and

<p><b>NE K-12 Fine Arts Indicators: Dance</b></p> <p>(continued)</p>					<p>travel across the floor, combine in a small series, try with a variety of music</p>	<p>travel across the floor, combine in a small series, try with a variety of music</p>	<p>travel across the floor, combine in a small series, try with a variety of music</p>
		<p>FA M 2.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to high</p>	<p>FA M 2.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to high</p>	<p>FA M 2.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to high</p>	<p>FA S 5.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to middle to high; leap, roll, and combine to a variety of rhythms (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance *Incorporate arm movements and travel across the floor, combine in a small series, try with a variety of rhythms</p>	<p>FA S 5.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to middle to high; leap, roll, and combine to a variety of rhythms (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance *Incorporate arm movements and travel across the floor, combine in a small series, try with a variety of rhythms</p>	<p>FA S 5.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to middle to high; leap, roll, and combine to a variety of rhythms (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance *Incorporate arm movements and travel across the floor, combine in a small series, try with a variety of rhythms</p>
<p><b>NE K-12 Fine Arts Standards: Dance</b></p>					<p><b>FA S 5.3.3 Students will employ proper etiquette to enhance dance performance.</b></p>	<p><b>FA S 5.3.3 Students will employ proper etiquette to enhance dance performance.</b></p>	<p><b>FA S 5.3.3 Students will employ proper etiquette to enhance dance performance.</b></p>
<p><b>NE K-12 Fine Arts Indicators: Dance</b></p>					<p>FA S 5.3.3.a Demonstrates appropriate behaviors and etiquette to observe and perform dance (e.g., create a set of agreed-upon criteria to evaluate dance with teacher and peers.) *Invite a</p>	<p>FA S 5.3.3.a Demonstrates appropriate behaviors and etiquette to observe and perform dance (e.g., create a set of agreed-upon criteria to evaluate dance with teacher and peers.) *Invite a</p>	<p>FA S 5.3.3.a Demonstrates appropriate behaviors and etiquette to observe and perform dance (e.g., create a set of agreed-upon criteria to evaluate dance with teacher and peers.) *Invite a</p>

<b>NE K-12 Fine Arts Indicators: Dance</b>  (continued)					group to perform appropriate and inappropriate responses, discuss the differences	group to perform appropriate and inappropriate responses, discuss the differences	group to perform appropriate and inappropriate responses, discuss the differences
<b>NE K-12 Fine Arts Standards: Dance</b>		<b>FA S 2.3.5</b> Students will explore cultural and interdisciplinary connections with dance.	<b>FA S 2.3.5</b> Students will explore cultural and interdisciplinary connections with dance.	<b>FA S 2.3.5</b> Students will explore cultural and interdisciplinary connections with dance.	<b>FA S 5.3.5</b> Students will identify cultural and interdisciplinary connections with dance.	<b>FA S 5.3.5</b> Students will identify cultural and interdisciplinary connections with dance.	<b>FA S 5.3.5</b> Students will identify cultural and interdisciplinary connections with dance.
<b>NE K-12 Fine Arts Indicators: Dance</b>					<b>FA S 5.3.5.a</b> Uses dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture) *Learn a dance from one's heritage and teach it to the class, explain when and by whom the dance is performed, and the cultural significance	<b>FA S 5.3.5.a</b> Uses dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture) *Learn a dance from one's heritage and teach it to the class, explain when and by whom the dance is performed, and the cultural significance	<b>FA S 5.3.5.a</b> Uses dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture) *Learn a dance from one's heritage and teach it to the class, explain when and by whom the dance is performed, and the cultural significance
		<b>FA S 2.3.5.a</b> Uses other arts disciplines to support ideation for dance creation and performance (e.g., understand how music, visual art, media and theatre can be combined with dance) *Add music to your movement, use artwork to inspire movement, take turns filming each other, tell a story through movement	<b>FA S 2.3.5.a</b> Uses other arts disciplines to support ideation for dance creation and performance (e.g., understand how music, visual art, media and theatre can be combined with dance) *Add music to your movement, use artwork to inspire movement, take turns filming each other, tell a story through movement	<b>FA S 2.3.5.a</b> Uses other arts disciplines to support ideation for dance creation and performance (e.g., understand how music, visual art, media and theatre can be combined with dance) *Add music to your movement, use artwork to inspire movement, take turns filming each other, tell a story through movement			

**PK-12 Physical Education Literacy SKILLS Comprehensive Standard:  
Students will demonstrate competency in a variety of motor skills and movement patterns.**

**Grade Level Standards**

<b>Concepts</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Locomotor Standards</b>	<b>PE M 05.1.1</b> Students will demonstrate mature forms of locomotor pattern skill combinations.	<b>PE M 06.1.1</b> Students will demonstrate mature forms of locomotor patterns-modified games/activities s in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 07.1.1</b> Students will continue to demonstrate mature forms of locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 08.1.1</b> Students will demonstrate competency of locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<i>Dependent on Course Selection</i>			
					<b>PE M 09.1.1</b> Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.	<b>PE M 10.1.1</b> Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.	<b>PE M 11.1.1</b> Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.	<b>PE M 12.1.1</b> Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.
<b>Non-locomotor Standards</b>	<b>PE M 05.1.2</b> Students will demonstrate mature forms of non-locomotor pattern skill combinations.	<b>PE M 06.1.2</b> Students will demonstrate mature forms of non-locomotor patterns-modified games/activities in at least one activity from the following	<b>PE M 07.1.2</b> Students will demonstrate mature forms of non-locomotor patterns in modified games/activities in at least one activity from the	<b>PE M 08.1.2</b> Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the	<b>PE M 09.1.2</b> Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the	<b>PE M 10.1.2</b> Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the	<b>PE M 11.1.2</b> Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the	<b>PE M 12.1.2</b> Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the



<b>Non-locomotor Standards</b>  (continued)		<b>categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>following categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>following categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>following categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>following categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>following categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>following categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.
<b>Manipulative Standards</b>	<b>PE S 05.1.3</b> <b>Students will demonstrate the mature forms of manipulative skills.</b>	<b>PE M 06.1.3</b> <b>Students will demonstrate mature forms of manipulative skills in modified games/activities in at least one activity from the following categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 07.1.3</b> <b>Students will demonstrate mature forms of manipulative skills in modified games/activities in at least one activity from the following categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 08.1.3</b> <b>Students will demonstrate competency in modified games/activities in at least one activity from the following categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 09.1.3</b> <b>Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 10.1.3</b> <b>Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 11.1.3</b> <b>Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 12.1.3</b> <b>Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following categories:</b> dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.
<b>Lifetime Activities Standards</b>	<b>PE M 05.1.4</b> <b>Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.</b>	<b>PE M 06.1.4</b> <b>Students will explore lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>	<b>PE M 07.1.4</b> <b>Students will explore lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>	<b>PE M 08.1.4</b> <b>Students will explore lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>	<b>PE M 09.1.4</b> <b>Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>	<b>PE M 10.1.4</b> <b>Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>	<b>PE M 11.1.4</b> <b>Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>	<b>PE M 12.1.4</b> <b>Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>

<b>Dance and Rhythms Standards</b>	<b>PE M 05.1.5</b> Students will perform dance sequences to music.	<b>PE M 06.1.5</b> Students will perform dance sequences to music is on-going.	<b>PE M 07.1.5</b> Students will perform dance sequences to music is on-going.	<b>PE M 08.1.5</b> Students will perform dance sequences to music is on-going.	<b>PE M 09.1.5</b> Students will perform dance sequences to music is on-going.	<b>PE M 10.1.5</b> Students will perform dance sequences to music is on-going.	<b>PE M 11.1.5</b> Students will perform dance sequences to music is on-going.	<b>PE M 12.1.5</b> Students will perform dance sequences to music is on-going.
<b>Fitness Activities Standards</b>	<b>PE M 05.1.6</b> Students will be introduced to exercise at a health enhancing level.	<b>PE M 06.1.6</b> Students will demonstrate a variety of exercises at a health enhancing level.	<b>PE M 07.1.6</b> Students will demonstrate a variety of exercises at a health enhancing level.	<b>PE M 08.1.6</b> Students will demonstrate a variety of exercises at a health enhancing level.	<b>PE M 09.1.6</b> Students will identify and demonstrate health enhancing levels of exercise.	<b>PE M 10.1.6</b> Students will identify and demonstrate health enhancing levels of exercise.	<b>PE M 11.1.6</b> Students will identify and demonstrate health enhancing levels of exercise.	<b>PE M 12.1.6</b> Students will identify and demonstrate health enhancing levels of exercise.
<b>Locomotor Standards</b>	<b>PE M 05.1.1</b> Students will demonstrate mature forms of locomotor pattern skill combinations.	<b>PE M 06.1.1</b> Students will demonstrate mature forms of locomotor patterns-modified games/activities s in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 07.1.1</b> Students will continue to demonstrate mature forms of locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 08.1.1</b> Students will demonstrate competency of locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 09.1.1</b> Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.	<b>PE M 10.1.1</b> Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.	<b>PE M 11.1.1</b> Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.	<b>PE M 12.1.1</b> Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.
<b>Locomotor Curricular Indicators</b>	<b>PE M 05.1.1.a</b> Demonstrates mature patterns of locomotor skills in dynamic	<b>PE M 06.1.1.a</b> Demonstrates mature patterns of locomotor skills in dynamic	<b>PE M 07.1.1.a</b> Continue to demonstrate mature patterns of locomotor	<b>PE M 08.1.1.a</b> Demonstrates competency in mature patterns of locomotor	<b>PE M 09.1.1.a</b> Demonstrates competency in mature patterns of locomotor	<b>PE M 10.1.1.a</b> Demonstrates competency in mature patterns of locomotor	<b>PE M 11.1.1.a</b> Demonstrates competency in mature patterns of locomotor	<b>PE M 12.1.1.a</b> Demonstrates competency in mature patterns of locomotor

<b>Locomotor Curricular Indicators</b>  (continued)	small-sided practice tasks, and dance	small-sided practice tasks, dance or modified games/activities	skills in dynamic small-sided practice tasks, dance or modified games/activities	skills in dynamic small-sided practice tasks, dance or modified games/activities	skills in dynamic small-sided practice tasks, dance or modified games/activities	skills in dynamic small-sided practice tasks, dance or modified games/activities	skills in dynamic small-sided practice tasks, dance or modified games/activities	skills in dynamic small-sided practice tasks, dance or modified games/activities
	PE N 05.1.1.b Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments	PE M 06.1.1.b Demonstrates the combination of locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities	PE M 07.1.1.b Continues to demonstrate the combination of locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities	PE M 08.1.1.b Demonstrates the competency of combining locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities	PE M 09.1.1.b Demonstrates the competency of combining locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities	PE M 10.1.1.b Demonstrates the competency of combining locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities	PE M 11.1.1.b Demonstrates the competency of combining locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities	PE M 12.1.1.b Demonstrates the competency of combining locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities
	PE N 05.1.1.c Combines traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball	PE M 06.1.1.c Demonstrates the combination of traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball	PE M 07.1.1.c Continue to demonstrate the combination of traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball	PE M 08.1.1.c Demonstrates the competency of combining traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball	PE M 09.1.1.c Demonstrates the competency of combining traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball	PE M 10.1.1.c Demonstrates the competency of combining traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball	PE M 11.1.1.c Demonstrates the competency of combining traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball	PE M 12.1.1.c Demonstrates the competency of combining traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball
	PE N 05.1.1.d Uses appropriate pacing for a variety of running distances	PE M 06.1.1.d Demonstrates appropriate pacing for a variety of running distances	PE M 07.1.1.d Continues to demonstrate appropriate pacing for a variety of running distances	PE M 08.1.1.d Demonstrates the competency of appropriate pacing for a variety of running distances	PE M 09.1.1.d Demonstrates the competency of appropriate pacing for a variety of running distances	PE M 10.1.1.d Demonstrates the competency of appropriate pacing for a variety of running distances	PE M 11.1.1.d Demonstrates the competency of appropriate pacing for a variety of running distances	PE M 12.1.1.d Demonstrates the competency of appropriate pacing for a variety of running distances
	PE M 05.1.1.e Travels showing differentiation between jogging and sprinting	PE M 06.1.1.e Travels showing differentiation between jogging and sprinting	PE M 07.1.1.e Travels showing differentiation between jogging and sprinting	PE M 08.1.1.e Travels showing differentiation between jogging and sprinting				

<b>Locomotor Curricular Indicators</b>  (continued)	PE M 05.1.1.f Combines jumping and landing patterns with locomotor and manipulative skills in dance and small-sided practice tasks and games environments while applying both horizontal and vertical jumping and landing	PE M 06.1.1.f Demonstrates the combination of jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments while applying both horizontal and vertical jumping and landing	PE M 07.1.1.f Continues to demonstrate the combination of jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments while applying both horizontal and vertical jumping and landing	PE M 08.1.1.f Demonstrates the competency of combining jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments while applying both horizontal and vertical jumping and landing	PE M 09.1.1.e Demonstrates the competency of combining jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments	PE M 10.1.1.e Demonstrates the competency of combining jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments	PE M 11.1.1.e Demonstrates the competency of combining jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments	PE M 12.1.1.e Demonstrates the competency of combining jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments
	PE N 05.1.1.g Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern	PE M 06.1.1.g Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance	PE M 07.1.1.g Continues to demonstrate correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance	PE M 08.1.1.g Demonstrates the competency of rhythm and timing by creating a movement sequence to music as an individual or in a group	PE M 09.1.1.f Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group	PE M 10.1.1.f Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group	PE M 11.1.1.f Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group	PE M 12.1.1.f Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group
	PE M 05.1.1.h Applies combination of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks	PE M 06.1.1.h Demonstrates the combination of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities	PE M 07.1.1.h Continues to demonstrate the combination of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities	PE M 08.1.1.h Demonstrates the competency of combining of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities	PE M 09.1.1.g Demonstrates the competency of combining of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities	PE M 10.1.1.g Demonstrates the competency of combining of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities	PE M 11.1.1.g Demonstrates the competency of combining of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities	PE M 12.1.1.g Demonstrates the competency of combining of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities

<b>Non-locomotor Standards</b>	<b>PE M 05.1.2</b> Students will demonstrate mature forms of non-locomotor pattern skill combinations.	<b>PE M 06.1.2</b> Students will demonstrate mature forms of non-locomotor patterns-modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 07.1.2</b> Students will demonstrate mature forms of non-locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 08.1.2</b> Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 09.1.2</b> Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 10.1.2</b> Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 11.1.2</b> Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<b>PE M 12.1.2</b> Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.
<b>Non-locomotor Curricular Indicators</b>	PE M 05.1.2.a Combines balance and transferring weight in a sequence or dance with a partner	PE M 06.1.2.a Demonstrates the combination of balance and transferring weight in a movement sequence/pattern or dance with a partner	PE M 07.1.2.a Continue to demonstrate the combination of balance and transferring weight in a movement sequence/pattern or dance with a partner	PE M 08.1.2.a Demonstrates the competency of combining balance and transferring weight in a movement sequence/pattern or dance with a partner	PE M 09.1.2.a Demonstrates the competency of combining balance and transferring weight in a movement sequence/pattern or dance with a partner	PE M 10.1.2.a Demonstrates the competency of combining balance and transferring weight in a movement sequence/pattern or dance with a partner	PE M 11.1.2.a Demonstrates the competency of combining balance and transferring weight in a movement sequence/pattern or dance with a partner	PE M 12.1.2.a Demonstrates the competency of combining balance and transferring weight in a movement sequence/pattern or dance with a partner
	PE M 05.1.2.b Transfers weight in dance environments	PE M 06.1.2.b Demonstrates the transfer of weight in movement and dance environments	PE M 07.1.2.b Continues to demonstrate the transfer of weight in movement and dance environments	PE M 08.1.2.b Demonstrates the competency of transferring weight in movement and dance environments	PE M 09.1.2.b Demonstrates the competency of transferring weight in a variety of movements and dance environments	PE M 10.1.2.b Demonstrates the competency of transferring weight in a variety of movements and dance environments	PE M 11.1.2.b Demonstrates the competency of transferring weight in a variety of movements and dance environments	PE M 12.1.2.b Demonstrates the competency of transferring weight in a variety of movements and dance environments

<b>Non-locomotor Curricular Indicators</b>  (continued)	<b>PE M 05.1.2.c</b> Performs curling, twisting and stretching actions with correct application in dance and small-sided practice tasks in games environments	<b>PE M 06.1.2.c</b> Demonstrates the performance of curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments	<b>PE M 07.1.2.c</b> Continues to demonstrate the performance of curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments	<b>PE M 08.1.2.c</b> Demonstrates competency to perform curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments	<b>PE M 09.1.2.c</b> Demonstrates competency to perform curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments	<b>PE M 10.1.2.c</b> Demonstrates competency to perform curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments	<b>PE M 11.1.2.c</b> Demonstrates competency to perform curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments	<b>PE M 012.1.2.c</b> Demonstrates competency to perform curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments
	<b>PE N 05.1.2.d</b> Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group	<b>PE M 06.1.2.d</b> Demonstrates the combination of locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group	<b>PE M 07.1.2.d</b> Continues to demonstrate the combination of locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group	<b>PE M 08.1.2.d</b> Demonstrates competency to combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group	<b>PE M 09.1.2.d</b> Demonstrates competency to combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group	<b>PE M 10.1.2.d</b> Demonstrates competency to combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group	<b>PE M 11.1.2.d</b> Demonstrates competency to combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group	<b>PE M 12.1.2.d</b> Demonstrates competency to combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group
<b>Manipulative Standards</b>	<b>PE S 05.1.3</b> <b>Students will demonstrate the mature forms of manipulative skills.</b>	<b>PE M 06.1.3</b> <b>Students will demonstrate mature forms of manipulative skills in modified games/activities in at least one activity from the following</b>	<b>PE M 07.1.3</b> <b>Students will demonstrate mature forms of manipulative skills in modified games/activities in at least one activity from the following</b>	<b>PE M 08.1.3</b> <b>Students will demonstrate competency in modified games/activities in at least one activity from the following categories: dance, fitness</b>	<b>PE M 09.1.3</b> <b>Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following</b>	<b>PE M 10.1.3</b> <b>Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following</b>	<b>PE M 11.1.3</b> <b>Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following</b>	<b>PE M 12.1.3</b> <b>Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following</b>

<b>Manipulative Standards</b>  (continued)		<b>categories:</b> <b>dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.</b>	<b>categories:</b> <b>dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.</b>	<b>activities,</b> <b>individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.</b>	<b>categories:</b> <b>dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.</b>	<b>categories:</b> <b>dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.</b>	<b>categories:</b> <b>dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.</b>	<b>categories:</b> <b>dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.</b>
<b>Manipulative Curricular Indicators</b>	PE N 05.1.3.a Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects	PE M 06.1.3.a Demonstrates a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball	PE M 07.1.3.a Continues to demonstrate a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball	PE M 08.1.3.a Demonstrates competency with a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball	PE M 09.1.3.a Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball	PE M 10.1.3.a Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball	PE M 11.1.3.a Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball	PE M 12.1.3.a Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball
	PE N 05.1.3.b Throws underhand to a large target with accuracy	PE N 06.1.3.b Demonstrates a mature pattern for a modified target game such as bowling, bocce, or horseshoes	PE M 07.1.3.b Demonstrates a mature pattern for target games such as bowling, bocce or horseshoes	PE M 08.1.3.b Demonstrates competency in a mature pattern with accuracy and control for one target game such as bowling or bocce	PE M 09.1.3.b Performs consistently (70% of the time) a mature pattern with accuracy and control for one target game such as bowling or bocce	PE M 10.1.3.b Performs consistently (70% of the time) a mature pattern with accuracy and control for one target game such as bowling or bocce	PE M 11.1.3.b Performs consistently (70% of the time) a mature pattern with accuracy and control for one target game such as bowling or bocce	PE M 12.1.3.b Performs consistently (70% of the time) a mature pattern with accuracy and control for one target game such as bowling or bocce
	PE N 05.1.3.c Throws overhand using a mature pattern in non dynamic	M 06.1.3.c Demonstrates with consistency throwing overhand using	PE M 07.1.3.c Continues to demonstrate throwing overhand using a mature	PE M 08.1.3.c Demonstrates with competency throwing overhand using	PE M 09.1.3.c Demonstrates with competency throwing overhand using	PE M 10.1.3.c Demonstrates with competency throwing overhand using	PE M 11.1.3.c Demonstrates with competency throwing overhand using	PE M 12.1.3.c Demonstrates with competency throwing overhand using

<b>Manipulative Curricular Indicators</b>  (continued)	environments (closed skills), with different sizes and types of objects	a mature pattern in a non dynamic environments (closed skills), with different sizes and types of objects and introduces dynamic environments (open skills), with different sizes and types of objects	pattern in a non dynamic environments (closed skills), with different sizes and types of objects and demonstrates dynamic environments (open skills), with different sizes and types of objects	a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects and executes consistently dynamic environments (open skills), with different sizes and types of objects	a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects and executes consistently dynamic environments (open skills), with different sizes and types of objects	a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects and executes consistently dynamic environments (open skills), with different sizes and types of objects	a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects and executes consistently dynamic environments (open skills), with different sizes and types of objects	a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects and executes consistently dynamic environments (open skills), with different sizes and types of objects
	PE N 05.1.3.d Throws overhand to a large target with accuracy	PE M 06.1.3.d Demonstrates consistently an overhand throw to a large target with accuracy	PE M 07.1.3.d Continues to demonstrate consistently an overhand throw to a large target with accuracy	PE M 08.1.3.d Demonstrates competency in an overhand throw to a target with accuracy	PE M 09.1.3.d Demonstrates competency in an overhand throw to a target with accuracy	PE M 10.1.3.d Demonstrates competency in an overhand throw to a target with accuracy	PE M 11.1.3.d Demonstrates competency in an overhand throw to a target with accuracy	PE M 12.1.3.d Demonstrates competency in an overhand throw to a target with accuracy
	PE N 05.1.3.e Throws with accuracy, both partners moving	PE N 06.1.3.e Throws with a mature pattern for distance or power appropriate to the practice task (i.e., distance = outfield to home plate; power = 2 <sup>nd</sup> base to 1 <sup>st</sup> base)	PE N 07.1.3.e Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment	PE N 08.1.3.e Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play	PE M 09.1.3.e Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play	PE M 10.1.3.e Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play	PE M 11.1.3.e Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play	PE M 12.1.3.e Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play
	PE N 05.1.3.f Throws with reasonable accuracy in dynamic, small-sided practice tasks	PE N 06.1.3.f Throws, while stationary, a leading pass to a moving receiver	PE N 07.1.3.f Throws, while moving, a leading pass to a moving receiver	PE N 08.1.3.f Throws a lead pass to a moving partner off a dribble or pass	PE M 09.1.3.f Throws a lead pass to a moving partner off a dribble or pass	PE M 10.1.3.f Throws a lead pass to a moving partner off a dribble or pass	PE M 11.1.3.f Throws a lead pass to a moving partner off a dribble or pass	PE M 12.1.3.f Throws a lead pass to a moving partner off a dribble or pass



<b>Manipulative Curricular Indicators</b>  (continued)	PE N 05.1.3.g Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non dynamic environment (closed skills)	PE N 06.1.3.g Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks	PE N 07.1.3.g Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play	PE N 08.1.3.g Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play	PE M 09.1.3.g Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play	PE M 10.1.3.g Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play	PE M 11.1.3.g Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play	PE M 12.1.3.g Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play
	PE N 05.1.3.h Catches with accuracy, both partners moving	PE M 06.1.3.h Continues to catch with accuracy while both partners moving	PE M 07.1.3.h Continues to catch with accuracy while both partners moving	PE M 08.1.3.h Continues to catch with accuracy while both partners moving	PE M 09.1.3.h Continues to catch with accuracy while both partners moving	PE M 10.1.3.h Continues to catch with accuracy while both partners moving	PE M 11.1.3.h Continues to catch with accuracy while both partners moving	PE M 12.1.3.h Continues to catch with accuracy while both partners moving
	PE N 05.1.3.i Catches with reasonable accuracy in dynamic, small-sided practice tasks	PE N 06.1.3.i Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks	PE N 07.1.3.i Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play	PE N 08.1.3.i Catches using an implement in a dynamic environment or modified game play	PE M 09.1.3.i Catches using an implement in a dynamic environment or modified game play	PE M 10.1.3.i Catches using an implement in a dynamic environment or modified game play	PE M 11.1.3.i Catches using an implement in a dynamic environment or modified game play	PE M 12.1.3.i Catches using an implement in a dynamic environment or modified game play
	PE N 05.1.3.j Combines hand dribbling with other skills during 1v1 practice tasks	PE M 06.1.3.j Combines hand dribbling with other skills during small-sided practice tasks and modified games	PE M 07.1.3.j Combines hand dribbling with other skills during small-sided game play and modified games	PE M 08.1.3.j Combines hand dribbling with other skills during a dynamic environment or modified game play	PE M 09.1.3.j Combines hand dribbling with other skills during a dynamic environment or modified game play	PE M 10.1.3.j Combines hand dribbling with other skills during a dynamic environment or modified game play	PE M 11.1.3.j Combines hand dribbling with other skills during a dynamic environment or modified game play	PE M 12.1.3.j Combines hand dribbling with other skills during a dynamic environment or modified game play
	PE M 05.1.3.k Dribbles in general space with control of ball and body	PE M 06.1.3.k Continues to demonstrate dribbling in general space	PE M 07.1.3.k Continues to demonstrate dribbling in general space	PE M 08.1.3.k Demonstrate competency while dribbling in general space				

<b>Manipulative Curricular Indicators</b>  (continued)	while increasing and decreasing speed	with control of ball and body while increasing and decreasing speed	with control of ball and body while increasing and decreasing speed	with control of ball and body while increasing and decreasing speed				
	PE N 05.1.3.1 Combines foot dribbling with other skills in 1v1 practice tasks	PE M 06.1.3.1 Combines foot dribbling with other skills during small-sided practice tasks and modified games	PE M 07.1.3.1 Combines foot dribbling with other skills during small-sided game play and modified games	PE M 08.1.3.1 Combines foot dribbling with other skills during a dynamic environment or modified game play	PE M 09.1.3.k Combines foot dribbling with other skills during a dynamic environment or modified game play	PE M 10.1.3.k Combines foot dribbling with other skills during a dynamic environment or modified game play	PE M 11.1.3.k Combines foot dribbling with other skills during a dynamic environment or modified game play	PE M 12.1.3.k Combines foot dribbling with other skills during a dynamic environment or modified game play
	PE N 05.1.3.m Passes with the feet using a mature pattern as both partners travel	PE M 06.1.3.m Passes with the feet using a mature pattern as both partners travel	PE M 07.1.3.m Passes with the feet using a mature pattern as both partners travel	PE M 08.1.3.m Passes with the feet using a mature pattern as both partners travel	PE M 09.1.3.1 Passes with the feet using a mature pattern as both partners travel	PE M 10.1.3.1 Passes with the feet using a mature pattern as both partners travel	PE M 11.1.3.1 Passes with the feet using a mature pattern as both partners travel	PE M 12.1.3.1 Passes with the feet using a mature pattern as both partners travel
	PE N 05.1.3.n Receives a pass with the foot using a mature pattern as both partners travel	PE N 06.1.3.n Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, flag football, speedball or team handball	PE N 07.1.3.n Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer or speedball	PE N 08.1.3.n Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (i.e., floor, field)	PE M 09.1.3.m Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (i.e., floor, field)	PE M 10.1.3.m Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (i.e., floor, field)	PE M 11.1.3.m Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (i.e., floor, field)	PE M 12.1.3.m Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (i.e., floor, field)
	PE M 05.1.3.o Demonstrates pivots, fakes and jab steps designed to	PE M 06.1.3.o Demonstrates pivots, fakes and jab steps designed to	PE M 07.1.3.o Demonstrates at least one of the following designed to	PE M 08.1.3.o Demonstrates at least two of the following to create open space	PE M 09.1.3.n Executes at least two of the following to create open space	PE M 10.1.3.n Executes at least two of the following to create open space	PE M 11.1.3.n Executes at least two of the following to create open space	PE M 12.1.3.n Executes at least two of the following to create open space

<b>Manipulative Curricular Indicators</b>  (continued)	create open space during practice tasks	create open space during practice tasks	create open space during small-sided game play: pivots, fakes, jab steps	during modified game play: pivots, fakes, jab steps, screens	during modified game play: pivots, fakes, jab steps, screens	during modified game play: pivots, fakes, jab steps, screens	during modified game play: pivots, fakes, jab steps, screens	during modified game play: pivots, fakes, jab steps, screens
	PE M 05.1.3.p Demonstrates the following offensive skills without defensive pressure: pivot, give and go, and fakes defensive pressure: pivot, give and go, and fakes	PE M 06.1.3.p Demonstrates the following offensive skills without defensive pressure: pivot, give and go, and fakes	PE M 07.1.3.p Demonstrates the following offensive skills with defensive pressure: pivot, give and go, and fakes	PE M 08.1.3.p Demonstrates the following offensive skills during small-sided game play: pivot, give and go, and fakes	PE M 09.1.3.o Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes	PE M 10.1.3.o Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes	PE M 11.1.3.o Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes	PE M 12.1.3.o Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes
	PE N 05.1.3.q Dribbles with hands or feet with mature patterns in a variety of small-sided game forms	PE N 06.1.3.q Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks	PE N 07.1.3.q Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks	PE N 08.1.3.q Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play	PE M 09.1.3.q Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play	PE M 10.1.3.q Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play	PE M 11.1.3.q Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play	PE M 12.1.3.q Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play
	PE M 05.1.3.p Demonstrates the following offensive skills without defensive pressure: pivot, give and go, and fakes	PE N 06.1.3.r Practice foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks	PE N 07.1.3.r Practice foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks	PE N 08.1.3.r Practice foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play	PE M 09.1.3.r Demonstrate foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play	PE M 10.1.3.r Demonstrate foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play	PE M 11.1.3.r Demonstrate foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play	PE M 12.1.3.r Demonstrate foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play
	PE N 05.1.3.s Demonstrates mature patterns in kicking and	PE M 06.1.3.s Demonstrates mature patterns in kicking and	PE M 07.1.3.s Demonstrates mature patterns in kicking and	PE M 08.1.3.s Demonstrates mature patterns in kicking and	PE M 09.1.3.s Demonstrates mature patterns in kicking and	PE M 10.1.3.s Demonstrates mature patterns in kicking and	PE M 11.1.3.s Demonstrates mature patterns in kicking and	PE M 12.1.3.s Demonstrates mature patterns in kicking and

<b>Manipulative Curricular Indicators</b>  (continued)	punting in small-sided practice task environments	punting in small-sided practice tasks and modified games	punting in small-sided game play and modified games	punting in dynamic environment or modified game play	punting in dynamic environment or modified game play	punting in dynamic environment or modified game play	punting in dynamic environment or modified game play	punting in dynamic environment or modified game play
	PE M 05.1.3.t Uses a continuous running approach and kicks a moving ball for accuracy							
	PE M 05.1.3.u Applies skill by volleying underhand using a mature pattern repetitively in a dynamic environment	PE M 06.1.3.t Applies skill by volleying underhand using a mature pattern repetitively in a dynamic environment	PE M 07.1.3.t Applies skill by volleying underhand using a mature pattern repetitively in a dynamic environment	PE M 08.1.3.t Applies skill by volleying underhand using a mature pattern repetitively in a dynamic environment	PE M 09.1.3.t Applies skill by volleying underhand using a mature pattern repetitively in a dynamic environment	PE M 10.1.3.t Applies skill by volleying underhand using a mature pattern repetitively in a dynamic environment	PE M 11.1.3.t Applies skill by volleying underhand using a mature pattern repetitively in a dynamic environment	PE M 12.1.3.t Applies skill by volleying underhand using a mature pattern repetitively in a dynamic environment
	PE N 05.1.3.v Volleys a ball using a 2-hand overhead pattern, sending it upward to a target	PE M 06.1.3.u Practices two-hand volleys with control in a variety of practice tasks	PE M 07.1.3.u Practices two-hand volleys with control in a variety of practice tasks	PE M 08.1.3.u Demonstrates two-hand volleys with control in a small-sided game	PE M 09.1.3.u Demonstrates two-hand volleys with control in a small-sided game	PE M 10.1.3.u Demonstrates two-hand volleys with control in a small-sided game	PE M 11.1.3.u Demonstrates two-hand volleys with control in a small-sided game	PE M 12.1.3.u Demonstrates two-hand volleys with control in a small-sided game
	PE M 05.1.3.w Performs forehanded volleys with a short handled implement	PE N 06.1.3.v Volleys with a mature form and control using a short-handled implement	PE N 07.1.3.v Practices forehand and backhand volleys with a mature form and control using a short-handled implement	PE N 08.1.3.v Practices forehand and Backhand volleys with a mature form and control using a short-handled implement during modified game play	PE M 09.1.3.v Demonstrates application of proper forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play	PE M 10.1.3.v Demonstrates application of proper forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play	PE M 11.1.3.v Demonstrates application of proper forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play	PE M 12.1.3.v Demonstrates application of proper forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play

<b>Manipulative Curricular Indicators</b>  (continued)	PE N 05.1.3.x Strikes an object consecutively with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment	PE N 06.1.3.w Strikes with a mature overhand pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis	PE N 07.1.3.w Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis	PE N 08.1.3.w Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis	PE M 09.1.3.w Demonstrates application of striking with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis	PE M 10.1.3.w Demonstrates application of striking with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis	PE M 11.1.3.w Demonstrates application of striking with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis	PE M 12.1.3.w Demonstrates application of striking with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis
	PE M 05.1.3.y Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against the wall in either a competitive or cooperative game environment	PE N 06.1.3.x Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis	PE N 07.1.3.x Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis	PE N 08.1.3.x Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball	PE M 09.1.3.x Demonstrates the application of mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickle- ball, tennis, badminton or paddle ball	PE M 10.1.3.x Demonstrates the application of mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickle- ball, tennis, badminton or paddle ball	PE M 11.1.3.x Demonstrates the application of mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickle- ball, tennis, badminton or paddle ball	PE M 12.1.3.x Demonstrates the application of mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickle- ball, tennis, badminton or paddle ball
	PE N 05.1.3.z Strikes a pitched ball with a bat using a mature pattern	PE N 06.1.3.y Strikes a pitched ball with an implement with force in a variety of practice tasks	PE N 07.1.3.y Strikes a pitched ball with an implement to open space in a variety of practice tasks	PE N 08.1.3.y Strikes a pitched ball with an implement for power to open space in a variety of small-sided games	PE M 09.1.3.y Strikes a pitched ball with an implement for power to open space in a variety of small-sided games	PE M 10.1.3.y Strikes a pitched ball with an implement for power to open space in a variety of small-sided games	PE M 11.1.3.y Strikes a pitched ball with an implement for power to open space in a variety of small-sided games	PE M 12.1.3.y Strikes a pitched ball with an implement for power to open space in a variety of small-sided games

<b>Manipulative Curricular Indicators</b>  (continued)	<b>PE M 05.1.3.aa</b> <b>Demonstrates striking a stationary object for accuracy and distance with an implement</b>	<b>PE N 06.1.3.z</b> Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard	<b>PE N 07.1.3.z</b> Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard	<b>PE N 08.1.3.z</b> Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard	<b>PE M 09.1.3.z</b> <b>Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard</b>	<b>PE M 10.1.3.z</b> <b>Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard</b>	<b>PE M 11.1.3.z</b> <b>Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard</b>	<b>PE M 12.1.3.z</b> <b>Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard</b>
	<b>PE M 05.1.3.ab</b> <b>Practices the transfer of weight with correct timing for the striking pattern</b>	<b>PE N 06.1.3.aa</b> Transfers weight with correct timing for the striking pattern	<b>PE N 07.1.3.aa</b> Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side	<b>PE N 08.1.3.aa</b> Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides	<b>PE M 09.1.3.aa</b> <b>Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides</b>	<b>PE M 10.1.3.aa</b> <b>Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides</b>	<b>PE M 11.1.3.aa</b> <b>Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides</b>	<b>PE M 12.1.3.aa</b> <b>Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides</b>
	<b>PE N 05.1.3.ac</b> Combines striking with a long implement (i.e., bat, hockey stick) with receiving and traveling skills in a small-sided game	<b>PE M 06.1.3.ab</b> <b>Continues to combine striking with a long implement (i.e., bat, hockey stick) with receiving and traveling skills in a small-sided game</b>	<b>PE M 07.1.3.ab</b> <b>Continues to combine striking with a long implement (i.e., bat, hockey stick) with receiving and traveling skills in a small-sided game</b>	<b>PE M 08.1.3.ab</b> <b>Continues to combine striking with a long implement (i.e., bat, hockey stick) with receiving and traveling skills in a small-sided game</b>	<b>PE M 09.1.3.ab</b> <b>Demonstrates competency in combining striking with a long implement (i.e., bat, hockey stick) and receiving and traveling skills in a small-sided game</b>	<b>PE M 10.1.3.ab</b> <b>Demonstrates competency in combining striking with a long implement (i.e., bat, hockey stick) and receiving and traveling skills in a small-sided game</b>	<b>PE M 11.1.3.ab</b> <b>Demonstrates competency in combining striking with a long implement (i.e., bat, hockey stick) and receiving and traveling skills in a small-sided game</b>	<b>PE M 12.1.3.ab</b> <b>Demonstrates competency in combining striking with a long implement (i.e., bat, hockey stick) and receiving and traveling skills in a small-sided game</b>
	<b>PE N 05.1.3.ad</b> Combines manipulative skills and traveling for execution to a target (i.e., scoring in soccer, hockey and basketball)	<b>PE N 06.1.3.ac</b> Shoots on goal with power in a dynamic environment as appropriate to the activity	<b>PE N 07.1.3.ac</b> Shoots on goal with power and accuracy in small-sided game play	<b>PE N 08.1.3.ac</b> Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (i.e., floor, field) or lacrosse	<b>PE M 09.1.3.ac</b> <b>Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (i.e., floor, field) or lacrosse</b>	<b>PE M 10.1.3.ac</b> <b>Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (i.e., floor, field) or lacrosse</b>	<b>PE M 11.1.3.ac</b> <b>Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (i.e., floor, field) or lacrosse</b>	<b>PE M 12.1.3.ac</b> <b>Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (i.e., floor, field) or lacrosse</b>

<b>Manipulative Curricular Indicators</b>  (continued)	PE N 05.1.3.ae Creates a jump-rope routine with a partner, using either a short or long rope	PE M 06.1.3.ad Continues to create a jump-rope routine with a partner, using either a short or long rope	PE M 07.1.3.ad Continues to create a jump-rope routine with a partner, using either a short or long rope	PE M 08.1.3.ad Continues to create a jump-rope routine with a partner, using either a short or long rope				
	PE M 05.1.3.af Runs into a long rope front door or back door entry and can complete one jump before exiting							
		PE N 06.1.3.ae Demonstrates correct technique for basic skills in 1 self-selected outdoor activity	PE N 07.1.3.ae Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity	PE N 08.1.3.ae Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities	PE M 09.1.3.ad Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities	PE M 10.1.3.ad Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities	PE M 11.1.3.ad Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities	PE M 12.1.3.ad Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities
	PE M 05.1.3.ag Executes an athletic stance conducive to movement	PE N 06.1.3.af Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player	PE N 07.1.3.af Slides in all directions while on defense without crossing feet	PE N 08.1.3.af Drop-steps in the direction of the pass during player-to-player defense	PE M 09.1.3.ae Drop-steps in the direction of the pass during player-to-player defense	PE M 10.1.3.ae Drop-steps in the direction of the pass during player-to-player defense	PE M 11.1.3.ae Drop-steps in the direction of the pass during player-to-player defense	PE M 12.1.3.ae Drop-steps in the direction of the pass during player-to-player defense
					PE M 09.1.3.af Demonstrates aquatics and water safety practices	PE M 10.1.3.af Demonstrates aquatics and water safety practices	PE M 11.1.3.af Demonstrates aquatics and water safety practices	PE M 12.1.3.af Demonstrates aquatics and water safety practices

<b>Manipulative Curricular Indicators</b>  (continued)		PE N 06.1.3.ag Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity	PE N 07.1.3.ag Demonstrates correct technique for a variety of skills in 1 self-selected individual performance activity	PE N 08.1.3.ag Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities	PE M 09.1.3.ag Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities	PE M 10.1.3.ag Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities	PE M 11.1.3.ag Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities	PE M 12.1.3.ag Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities
<b>Lifetime Activities Standards</b>	<b>PE M 05.1.4</b> <b>Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.</b>	<b>PE M 06.1.4</b> <b>Students will explore lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>	<b>PE M 07.1.4</b> <b>Students will explore lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>	<b>PE M 08.1.4</b> <b>Students will explore lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>	<b>PE M 09.1.4</b> <b>Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>	<b>PE M 10.1.4</b> <b>Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>	<b>PE M 11.1.4</b> <b>Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>	<b>PE M 12.1.4</b> <b>Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.</b>
<b>Lifetime Activities Curricular Indicators</b>	PE M 05.1.4.a Demonstrates introductory knowledge and understanding of specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE M 06.1.4.a Demonstrates understanding of s activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE M 07.1.4.a Continues to demonstrate understanding of activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE M 08.1.4.a Continues to demonstrate understanding of activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE N 09.1.4.a Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games)	PE N 10.1.4.a Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games)	PE N 11.1.4.a Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games)	PE N 12.1.4.a Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games)
<b>Dance and Rhythms Standards</b>	<b>PE M 05.1.5</b> <b>Students will perform dance sequences to music.</b>	<b>PE M 06.1.5</b> <b>Students will perform dance sequences to music is on-going.</b>	<b>PE M 07.1.5</b> <b>Students will perform dance sequences to music is on-going.</b>	<b>PE M 08.1.5</b> <b>Students will perform dance sequences to music is on-going.</b>	<b>PE M 09.1.5</b> <b>Students will perform dance sequences to music is on-going.</b>	<b>PE M 10.1.5</b> <b>Students will perform dance sequences to music is on-going.</b>	<b>PE M 11.1.5</b> <b>Students will perform dance sequences to music is on-going.</b>	<b>PE M 12.1.5</b> <b>Students will perform dance sequences to music is on-going.</b>



<b>Dance and Rhythms Curricular Indicators</b>	PE M 05.1.5.a Performs various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)	PE M 06.1.5.a Demonstrates understanding in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of movement and rhythm dance	PE M 07.1.5.a Demonstrates understanding in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of dance	PE M 08.1.5.a Demonstrates understanding in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of dance	PE N 09.1.5.a Demonstrates competency in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of, (i.e., modern, hip hop)	PE N 10.1.5.a Demonstrates competency in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of dance (i.e., modern, hip hop)	PE N 11.1.5.a Demonstrates competency in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of dance (i.e., ballet, modern, hip hop, tap)	PE N 12.1.5.a Demonstrates competency in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of dance (i.e., ballet, modern, hip hop, tap)
	PE M 05.1.5.b Demonstrates various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance	PE M 06.1.5.b Demonstrates a form of rhythm and movement by choreographing a rhythm and movement piece or by giving a performance	PE M 07.1.5.b Demonstrates a form of rhythm and movement by choreographing a rhythm and movement piece or by giving a performance	PE M 08.1.5.b Demonstrates a form of rhythm and movement by choreographing a rhythm and movement piece or by giving a performance	PE N 09.1.5.b Demonstrates competency in a form of dance by choreographing a dance or by giving a performance	PE N 10.1.5.b Demonstrates competency in a form of dance by choreographing a dance or by giving a performance.	PE N 11.1.5.b Demonstrates competency in a form of dance by choreographing a dance or by giving a performance	PE N 12.1.5.b Demonstrates competency in a form of dance by choreographing a dance or by giving a performance
<b>Fitness Activities Standards</b>	<b>PE M 05.1.6 Students will be introduced to exercise at a health enhancing level.</b>	<b>PE M 06.1.6 Students will demonstrate a variety of exercises at a health enhancing level.</b>	<b>PE M 07.1.6 Students will demonstrate a variety of exercises at a health enhancing level.</b>	<b>PE M 08.1.6 Students will demonstrate a variety of exercises at a health enhancing level.</b>	<b>PE M 09.1.6 Students will identify and demonstrate health enhancing levels of exercise.</b>	<b>PE M 10.1.6 Students will identify and demonstrate health enhancing levels of exercise.</b>	<b>PE M 11.1.6 Students will identify and demonstrate health enhancing levels of exercise.</b>	<b>PE M 12.1.6 Students will identify and demonstrate health enhancing levels of exercise.</b>
<b>Fitness Activities Standards Curricular Indicators</b>	PE M 05.1.6.a Explores competency in 1 or more specialized skills in health-related fitness activities	PE M 06.1.6.a Demonstrates competency in 1 or more specialized skills in health-related fitness activities	PE M 07.1.6.a Demonstrates competency in 1 or more specialized skills in health-related fitness activities	PE M 08.1.6.a Demonstrates competency in 1 or more specialized skills in health-related fitness activities	PE N 09.1.6.a Demonstrates competency in 2 or more specialized skills in health-related fitness activities	PE N 10.1.6.a Demonstrates competency in 2 or more specialized skills in health-related fitness activities	PE N 11.1.6.a Demonstrates competency in 2 or more specialized skills in health-related fitness activities	PE N 12.1.6.a Demonstrates competency in 2 or more specialized skills in health-related fitness activities

PK-12 Physical Education Literacy KNOWLEDGE Comprehensive Standard: Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.								
Grade Level Standards								
Concepts	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Movement Concepts Standards	PE S 05.2.1 Students will demonstrate beginning skills of selected specialized movement forms.	PE M 06.2.1 Students will identify and apply movement concepts, principles, basic offensive and defensive strategies and tactics within game play.	PE M 07.2.1 Students will identify and apply movement concepts, principles, basic offensive and defensive strategies and tactics within game play.	PE M 08.2.1 Students will identify and apply movement concepts, principles, basic offensive and defensive strategies and tactics within game play.	<i>Dependent on Course Selection</i>			
					PE M 09.2.1 Students applies movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.	PE M 10.2.1 Students applies movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.	PE M 11.2.1 Students applies movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.	PE M 12.2.1 Students applies movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.
Movement Principles and Knowledge Standards	PE M 05.2.2 Students will apply strategies and tactics within games.	PE M 06.2.2 Students will explain strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 07.2.2 Students will explain strategies and tactics within game play and the biomechanical principles related to skill development.	PE S 08.2.2 Students will explain strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 09.2.2 Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 10.2.2 Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 11.2.2 Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 12.2.2 Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.
Movement Concepts Standards	PE S 05.2.1 Students will demonstrate beginning skills of selected specialized movement forms.	PE M 06.2.1 Students will identify and apply movement concepts, principles, basic offensive and defensive strategies and tactics within game play.	PE M 07.2.1 Students will identify and apply movement concepts, principles, basic offensive and defensive strategies and tactics within game play.	PE M 08.2.1 Students will identify and apply movement concepts, principles, basic offensive and defensive strategies and tactics within game play.	PE M 09.2.1 Students apply movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.	PE M 10.2.1 Students apply movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.	PE M 11.2.1 Students apply movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.	PE M 12.2.1 Students apply movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.

<b>Movement Concepts Curricular Indicators</b>	PE M 05.2.1.a Combines spatial concepts with locomotor and non-lo motor movements for small groups in dance and games environments	PE M 06.2.1.a Demonstrates the combination of spatial concepts with locomotor and non-locomotor movements for small groups in rhythm and movement concepts and games environments	PE M 07.2.1.a Demonstrates the combination of spatial concepts with locomotor and non-locomotor movements for small groups in rhythm and movement concepts and games environments	PE M 08.2.1.a Demonstrates the combination of spatial concepts with locomotor and non-locomotor movements for small groups in rhythm and movement concepts and games environments				
	PE N 05.2.1.b Applies the concept of closing spaces in small-sided practice tasks	PE M 06.2.1.b Demonstrates the concept of closing spaces in small-sided practice tasks	PE M 07.2.1.b Demonstrates the concept of closing spaces in small-sided practice tasks.	PE M 08.2.1.b Demonstrate the concept of closing spaces in small-sided practice tasks				
	PE M 05.2.1.c Combines movement concepts with skills in small-sided practice tasks in game environments, and dance with self-direction	PE M 06.2.1.c Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction	PE M 07.2.1.c Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction	PE M 08.2.1.c Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction	PE M 09.2.1.a Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction	PE M 10.2.1.a Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction	PE M 11.2.1.a Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction	PE M 12.2.1.a Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction
	PE N 05.2.1.d Applies movement concepts to strategy in game situations	PE M 06.2.1.d Demonstrates movement concepts to strategy in game situations	PE M 07.2.1.d Demonstrates movement concepts to strategy in game situations	PE M 08.2.1.d Demonstrates movement concepts in strategy game situations	PE M 09.2.1.b Demonstrates movement concepts in strategy game situations	PE M 10.2.1.b Demonstrates movement concepts in strategy game situations	PE M 11.2.1.b Demonstrates movement concepts in strategy game situations	PE M 12.2.1.b Demonstrates movement concepts in strategy game situations
	PE N 05.2.1.e Applies the concepts of direction and	PE M 06.2.1.e Demonstrates the concepts of direction and	PE M 07.2.1.e Demonstrate the concepts of direction and	PE M 08..2.1.e Demonstrates the concepts of direction and	PE M 09.2.1.c Demonstrates the concepts of direction and	PE M 10.2.1.c Demonstrates the concepts of direction and	PE M 11.2.1.c Demonstrates the concepts of direction and	PE M 12.2.1.c Demonstrates the concepts of direction and

<b>Movement Concepts Curricular Indicators</b>	force to strike an object with a long-handled implement	force to strike an object with a long- handled implement	force to strike an object with a long- handled implement	force to strike an object with a long- handled implement	force to strike an object with a long- handled implement	force to strike an object with a long- handled implement	force to strike an object with a long- handled implement	force to strike an object with a long- handled implement
(continued)	PE N 05.2.1.f Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments and dance	PE M 06.2.1.f Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance.	PE M 07.2.1.f Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance	PE M 08.2.1.f Analyzes movement situations with competency and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance	PE M 09.2.1.d Analyzes movement situations with competency and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance	PE M 10.2.1.d Analyzes movement situations with competency and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance	PE M 11.2.1.d Analyzes movement situations with competency and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance	PE M 12.2.1.d Analyzes movement situations with competency and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance
	PE N 05.2.1.g Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks	PE N 06.2.1.g Transitions from offense to defense or defense to offense by recovering quickly	PE N 07.2.1.g Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates	PE N 08.2.1.g Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage	PE M 09.2.1.e Applies strategies in transitioning from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage	PE M 10.2.1.e Applies strategies in transitioning from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage	PE M 11.2.1.e Applies strategies in transitioning from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage	PE M 12.2.1.e Applies strategies in transitioning from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage
	PE N 05.2.1.h Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks	PE M 06.2.1.h Applies basic offensive and defensive strategies and tactics in net/wall small modified games	PE M 07.2.1.h Applies basic offensive and defensive strategies and tactics in net/wall small modified games	PE M 08.2.1.h Applies basic offensive and defensive strategies and tactics in net/wall modified games	PE M 09.2.1.f Applies basic offensive and defensive strategies and tactics in net/wall modified games	PE M 10.2.1.f Applies basic offensive and defensive strategies and tactics in net/wall modified games	PE M 11.2.1.f Applies basic offensive and defensive strategies and tactics in net/wall modified games	PE M 12.2.1.f Applies basic offensive and defensive strategies and tactics in net/wall modified games

<b>Movement Concepts Curricular Indicators</b>  (continued)	PE N 05.2.1.i Recognizes the type of throw, volley or striking action needed for different games and sports situations	PE M 06.2.1.i Recognizes the type of throw, volley or striking action needed for different games and sports situations	PE M 07.2.1.i Applies the correct type of throw, volley or striking action needed for different games and sports situations	PE M 08.2.1.i Applies the correct type of throw, volley or striking action needed for different games and sports situations	PE M 09.2.1.g Applies and analyzes the correct type of throw, volley or striking action needed for different games and sports situations	PE M 10.2.1.g Applies and analyzes the correct type of throw, volley or striking action needed for different games and sports situations	PE M 11.2.1.g Applies and analyzes the correct type of throw, volley or striking action needed for different games and sports situations	PE M 12.2.1.g Applies and analyzes the correct type of throw, volley or striking action needed for different games and sports situations
	PE M 05.2.1.j Applies strategies to create open space by using loco motor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE N 06.2.1.j Creates open space by using loco motor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE N 07.2.1.j Reduces open space by using loco motor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal)	PE N 08.2.1.j Opens and closes space during small-sided game play by combining loco motor movements with movement concepts	PE M 09.2.1.h Opens and closes space during small-sided game play by combining loco motor movements with movement concepts	PE M 10.2.1.h Opens and closes space during small-sided game play by combining loco motor movements with movement concepts	PE M 11.2.1.h Opens and closes space during small-sided game play by combining loco motor movements with movement concepts	PE M 12.2.1.h Opens and closes space during small-sided game play by combining loco motor movements with movement concepts
		PE M 06.2.1.k Practices the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go	PE M 07.2.1.k Executes at least 1 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go	PE M 08.2.1.k Executes at least 2 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go	PE M 09.2.1.i Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go	PE M 10.2.1.i Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go	PE M 11.2.1.i Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go	PE M 12.2.1.i Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go

<b>Movement Concepts Curricular Indicators</b>  (continued)		PE N 06.2.1.l Creates open space by using the width and length of the field/court on offense	PE N 07.2.1.l Creates open space by staying spread on offense, and cutting and passing quickly	PE N 08.2.1.l Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball	PE M 09.2.1.j Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball	PE M 10.2.1.j Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball	PE M 11.2.1.j Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball	PE M 12.2.1.j Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
		PE N 06.2.1.m Reduces open space on defense by making the body larger and reducing passing angles	PE N 07.2.1.m Reduces open space on defense by staying close to the opponent as he/ she nears the goal	PE N 08.2.1.m Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 09.2.1.k Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 10.2.1.k Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 11.2.1.k Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 12.2.1.k Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)
		PE N 06.2.1.n Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass	PE N 07.2.1.n Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection	PE N 08.2.1.n Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 09.2.1.l Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 10.2.1.l Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 11.2.1.l Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 12.2.1.l Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)
		PE N 06.2.1.o Creates open space in net/wall games with a short-handled implement by	PE N 07.2.1.o Creates open space in net/wall games with a long-handled implement by	PE N 08.2.1.o Creates open space in net/wall games with either a long- or short-handled	PE M 09.2.1.m Creates open space in net/wall games with either a long- or short-handled implement by	PE M 10.2.1.m Creates open space in net/wall games with either a long- or short-handled implement by	PE M 11.2.1.m Creates open space in net/wall games with either a long- or short-handled implement by	PE M 12.2.1.m Creates open space in net/wall games with either a long- or short-handled implement by

<b>Movement Concepts Curricular Indicators</b>  (continued)		varying force and direction	varying force and direction, and by moving opponent from side to side	implement by varying force or direction, or by moving opponent from side to side and/or forward and back	varying force or direction, or by moving opponent from side to side and/or forward and back	varying force or direction, or by moving opponent from side to side and/or forward and back	varying force or direction, or by moving opponent from side to side and/or forward and back	varying force or direction, or by moving opponent from side to side and/or forward and back
		PE N 06.2.1.p Reduces offensive options for opponents by returning to mid-court position	PE N 07.2.1.p Selects offensive shot based on opponent's location (hit where opponent is not)	PE N 08.2.1.p Varies placement, force and timing of return to prevent anticipation by opponent	PE M 09.2.1.n Varies placement, force and timing of return to prevent anticipation by opponent	PE M 10.2.1.n Varies placement, force and timing of return to prevent anticipation by opponent	PE M 011.2.1.n Varies placement, force and timing of return to prevent anticipation by opponent	PE M 12.2.1.n Varies placement, force and timing of return to prevent anticipation by opponent
		PE N 06.2.1.q Selects appropriate shot and/or club based on location of the object in relation to the target	PE N 07.2.1.q Varies the speed and/or trajectory of the shot based on location of the object in relation to the target	PE N 08.2.1.q Varies the speed, force and trajectory of the shot based on location of the object in relation to the target	PE M 09.2.1.o Applies a variety of tactics to change the speed, force and trajectory of the shot based on location of the object in relation to the target	PE M 10.2.1.o Applies a variety of tactics to change the speed, force and trajectory of the shot based on location of the object in relation to the target	PE M 11.2.1.o Applies a variety of tactics to change the speed, force and trajectory of the shot based on location of the object in relation to the target	PE M 12.2.1.o Applies a variety of tactics to change the speed, force and trajectory of the shot based on location of the object in relation to the target
		PE N 06.2.1.r Identifies open spaces and attempts to strike object into that space	PE N 07.2.1.r Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space	PE N 08.2.1.r Identifies sacrifice situations and attempt to advance a teammate	PE M 09.2.1.p Identifies sacrifice situations and attempt to advance a teammate	PE M 10.2.1.p Identifies sacrifice situations and attempt to advance a teammate	PE M 11.2.1.p Identifies sacrifice situations and attempt to advance a teammate	PE M 12.2.1.p Identifies sacrifice situations and attempt to advance a teammate
		PE N 06.2.1.s Identifies the correct defensive play based on the situation (e.g., number of outs)	PE N 07.2.1.s Selects the correct defensive play based on the situation (e.g., number of outs)	PE N 08.2.1.s Reduces open spaces in the field by working with teammates to maximize coverage	PE M 09.2.1.q Reduces open spaces in the field by working with teammates to maximize coverage	PE M 10.2.1.q Reduces open spaces in the field by working with teammates to maximize coverage	PE M 11.2.1.q Reduces open spaces in the field by working with teammates to maximize coverage	PE M 12.2.1.q Reduces open spaces in the field by working with teammates to maximize coverage

<b>Movement Concepts Curricular Indicators</b>  (continued)		PE N 06.2.1.t Varies application of force during dance or gymnastic activities	PE N 07.2.1.t Identifies and applies Newton's laws of motion to various dance or movement activities	PE N 08.2.1.t Describes and applies mechanical advantage(s) for a variety of movement patterns	PE M 09.2.1.r Describes and applies mechanical advantage(s) for a variety of movement patterns	PE M 10.2.1.r Describes and applies mechanical advantage(s) for a variety of movement patterns	PE M 11.2.1.r Describes and applies mechanical advantage(s) for a variety of movement patterns	PE M 12.2.1.r Describes and applies mechanical advantage(s) for a variety of movement patterns
		PE N 06.2.1.u Makes appropriate decisions based on weather, level of difficulty due to conditions or ability to ensure safety of self and others	PE N 07.2.1.u Analyzes the situation and makes adjustments to ensure the safety of self and others	PE N 08.2.1.u Implements safe protocols in self-selected outdoor activities	PE M 09.2.1.s Implements safe protocols in self-selected outdoor activities	PE M 10.2.1.s Implements safe protocols in self-selected outdoor activities	PE M 11.2.1.s Implements safe protocols in self-selected outdoor activities	PE M 12.2.1.s Implements safe protocols in self-selected outdoor activities
<b>Movement Principles and Knowledge Standards</b>	<b>PE M 05.2.2</b> <b>Students will apply strategies and tactics within games.</b>	<b>PE M 06.2.2</b> <b>Students will explain strategies and tactics within game play and the biomechanical principles related to skill development.</b>	<b>PE M 07.2.2</b> <b>Students will explain strategies and tactics within game play and the biomechanical principles related to skill development.</b>	<b>PE S 08.2.2</b> <b>Students will explain strategies and tactics within game play and the biomechanical principles related to skill development.</b>	<b>PE M 09.2.2</b> <b>Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.</b>	<b>PE M 10.2.2</b> <b>Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.</b>	<b>PE M 11.2.2</b> <b>Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.</b>	<b>PE M 12.2.2</b> <b>Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.</b>



<b>Movement Principles and Knowledge Curricular Indicators</b>	PE M 05.2.2.a Practices the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 06.2.2.a Practices the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 07.2.2.a Demonstrates understanding of the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 08.2.2.a Demonstrates understanding of the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE N 09.2.2.a Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately	PE N 10.2.2.a Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately	PE N 11.2.2.a Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately	PE N 12.2.2.a Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately
		PE M 06.2.2.b Identifies and discusses the historical and cultural roles of games, sports and dance in a society	PE M 07.2.2.b Identifies and discusses the historical and cultural roles of games, sports and dance in a society	PE M 08.2.2.b Identifies and discusses the historical and cultural roles of games, sports and dance in a society	PE M 09.2.2.b Explains the historical and cultural roles of games, sports and dance in a society	PE M 10.2.2.b Explains the historical and cultural roles of games, sports and dance in a society	PE M 11.2.2.b Explains the historical and cultural roles of games, sports and dance in a society	PE M 12.2.2.b Explains the historical and cultural roles of games, sports and dance in a society
		PE M 06.2.2.c Explores movement concepts and principles (e.g., force, motion, rotation) to improve performance of self in a selected skill	PE M 07.2.2.c Explores movement concepts and principles (e.g., force, motion, rotation) to improve performance of self in a selected skill	PE M 08.2.2.c Demonstrates movement concepts and principles (e.g., force, motion, rotation) to improve performance of self and/or others in a selected skill	PE N 09.2.2.c Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill	PE N 10.2.2.c Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill	PE N 11.2.2.c Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill	PE N 12.2.2.c Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill
		PE M 06.2.2.d Explores the pros and cons of speed and accuracy in throwing and striking skills	PE M 07.2.2.d Demonstrates the pros and cons of speed and accuracy in throwing and striking skills	PE M 08.2.2.d Demonstrates the pros and cons of speed and accuracy in throwing and striking skills	PE N 09.2.2.d Describes the speed/accuracy trade-off in throwing and striking skills	PE N 10.2.2.d Describes the speed/accuracy trade-off in throwing and striking skills	PE N 11.2.2.d Describes the speed/accuracy trade-off in throwing and striking skills	PE N 12.2.2.d Describes the speed/accuracy trade-off in throwing and striking skills

<b>Movement Principles and Knowledge Curricular Indicators</b>  (continued)	PE M 06.2.2.e Creates a practice plan to improve performance for a self-selected skill	PE M 07.2.2.e Creates a practice plan to improve performance for a self-selected skill	PE M 08.2.2.e Creates a practice plan to improve performance for a self-selected skill	PE N 09.2.2.e Creates a practice plan to improve performance for a self-selected skill	PE N 10.2.2.e Creates a practice plan to improve performance for a self-selected skill	PE N 11.2.2.e Creates a practice plan to improve performance for a self-selected skill	PE N 12.2.2.e Creates a practice plan to improve performance for a self-selected skill
	PE M 06.2.2.f Identifies the stages of learning a motor skill	PE M 07.2.2.f Identifies the stages of learning a motor skill	PE M 08.2.2.f Identifies the stages of learning a motor skill	PE N 09.2.2.f Identifies the stages of learning a motor skill	PE N 10.2.2.f Identifies the stages of learning a motor skill	PE N 11.2.2.f Identifies the stages of learning a motor skill	PE N 12.2.2.f Identifies the stages of learning a motor skill
	PE M 06.2.2.g Identifies examples of social and technical dance forms	PE M 07.2.2.g Identifies examples of social and technical dance forms	PE M 08.2.2.g Practices examples of social and technical dance forms	PE M 09.2.2.g Demonstrates examples of social and technical dance forms	PE M 10.2.2.g Demonstrates examples of social and technical dance forms	PE M 11.2.2.g Demonstrates examples of social and technical dance forms	PE M 12.2.2.g Demonstrates examples of social and technical dance forms
	PE M 06.2.2.h Introduces similarities and differences in various dance forms	PE M 07.2.2.h Introduces similarities and differences in various dance forms	PE M 08.2.2.h Introduces similarities and differences in various dance forms	PE N 09.2.2.h Compares similarities and differences in various dance forms	PE N 10.2.2.h Compares similarities and differences in various dance forms	PE N 11.2.2.h Compares similarities and differences in various dance forms	PE N 12.2.2.h Compares similarities and differences in various dance forms

PK-12 Exercise and Fitness ACTIVE LIFESTYLE and FITNESS Comprehensive Standard: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of exercise and fitness.								
Grade Level Standards								
Concepts	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Exercise Knowledge Standards</b>	<b>PE S 05.3.1</b> Students will identify strengths and weaknesses based upon health-related testing.	<b>PE M 06.3.1</b> Students will utilize criterion referenced standards to health-related issues.	<b>PE M 07.3.1</b> Students will utilize criterion referenced standards to health-related issues.	<b>PE M 08.3.1</b> Students will utilize criterion referenced standards of health-related fitness.	<b>PE M 09.3.1</b> Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.	<b>PE M 10.3.1</b> Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.	<b>PE M 11.3.1</b> Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.	<b>PE S 12.3.1</b> Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.
<b>Engages in Exercise Standards</b>	<b>PE S 05.3.2</b> Students will participate in exercise in both school and non-school settings.	<b>PE M 06.3.2</b> Students will set personal exercise goals independently to meet needs and interests.	<b>PE M 07.3.2</b> Students will set personal exercise goals independently to meet needs and interests.	<b>PE S 08.3.2</b> Students will set personal exercise goals independently to meet needs and interests.	<b>PE M 09.3.2</b> Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.	<b>PE M 10.3.2</b> Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.	<b>PE M 11.3.2</b> Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.	<b>PE S 12.3.2</b> Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.
<b>Fitness Knowledge Standards</b>	<b>PE S 05.3.3</b> Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.	<b>PE M 06.3.3</b> Students will explain principles of conditioning that enhance health-related fitness.	<b>PE M 07.3.3</b> Students will explain principles of conditioning that enhance health-related fitness.	<b>PE S 08.3.3</b> Students will explain principles of conditioning that enhance health-related fitness.	<b>PE M 09.3.3</b> Students will achieve desired levels of health-related fitness.	<b>PE M 10.3.3</b> Students will achieve desired levels of health-related fitness.	<b>PE M 11.3.3</b> Students will achieve desired levels of health-related fitness.	<b>PE S 12.3.3</b> Students will achieve desired levels of health-related fitness.
<b>Assessment and Program Planning Standards</b>	<b>PE S 05.3.4</b> Students will be able to demonstrate knowledge of physical fitness	<b>PE M 06.3.4</b> Students will demonstrate knowledge of physical fitness in order to	<b>PE M 07.3.4</b> Students will demonstrate knowledge of physical fitness in order to	<b>PE M 08.3.4</b> Students will demonstrate knowledge of physical fitness in order to	<b>PE M 09.3.4</b> Students will demonstrate knowledge of physical fitness in order to achieve	<b>PE M 10.3.4</b> Students will demonstrate knowledge of physical fitness in order to achieve	<b>PE M 11.3.4</b> Students will demonstrate knowledge of physical fitness in order to achieve	<b>PE M 12.3.4</b> Students will demonstrate knowledge of physical fitness in order to achieve

<b>Assessment and Program Planning Standards</b>  (continued)	<b>through written assessment in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)</b>	<b>achieve desired levels of health-related fitness. (i.e., Fitnessgram)</b>	<b>achieve desired levels of health-related fitness. (i.e., Fitnessgram)</b>	<b>achieve desired levels of health-related fitness. (i.e., Fitnessgram)</b>	<b>desired levels of health-related fitness. (i.e., Fitnessgram)</b>	<b>desired levels of health-related fitness. (i.e., Fitnessgram)</b>	<b>desired levels of health-related fitness. (i.e., Fitnessgram)</b>	<b>desired levels of health-related fitness. (i.e., Fitnessgram)</b>
<b>Nutrition Standards</b>	<b>PE M 05.3.5 Students will identify the importance of nutrition in a healthy lifestyle.</b>	<b>PE M 06.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle. (Health 6)</b>	<b>PE M 07.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle. (FCS: Foods &amp; Nutrition Pathway)</b>	<b>PE M 08.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle. (FCS: Foods &amp; Nutrition Pathway)</b>	<b>PE M 09.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle.</b>	<b>PE M 10.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle.</b>	<b>PE M 11.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle.</b>	<b>PE M 12.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle.</b>
<b>Feeling and Stress Management Standards</b>	<b>PE M 05.3.6 Students will explain and identify one's feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</b>	<b>PE M 06.3.6 Students will identify how physical activity helps manage stress.</b>	<b>PE M 07.3.6 Students will practice stress management techniques.</b>	<b>PE M 08.3.6 Students will demonstrate stress management techniques.</b>	<b>PE M 09.3.6 Students will demonstrate stress management techniques.</b>	<b>PE M 10.3.6 Students will demonstrate stress management techniques.</b>	<b>PE M 11.3.6 Students will demonstrate stress management techniques.</b>	<b>PE M 12.3.6 Students will demonstrate stress management techniques.</b>
<b>Exercise Knowledge Standards</b>	<b>PE S 05.3.1 Students will identify strengths and weaknesses based upon health-related testing.</b>	<b>PE M 06.3.1 Students will utilize criterion referenced standards to health-related issues.</b>	<b>PE M 07.3.1 Students will utilize criterion referenced standards to health-related issues.</b>	<b>PE M 08.3.1 Students will utilize criterion referenced standards of health-related fitness.</b>	<b>PE M 09.3.1 Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.</b>	<b>PE M 10.3.1 Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.</b>	<b>PE M 11.3.1 Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.</b>	<b>PE S 12.3.1 Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.</b>

<b>Exercise Knowledge Curricular Indicators</b>	PE N 05.3.1.a Charts and analyzes exercise outside physical education class for fitness benefits of activities	PE N 06.3.1.a Identifies 3 influences on exercise (e.g., school, family and peers; community and built environment; policy)	PE N 07.3.1.a Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers	PE N 08.3.1.a Develops a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle	PE M 09.3.1.a Develops and implements a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle	PE M 10.3.1.a Develops and implements a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle	PE M 11.3.1.a Develops and implements a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle	PE M 12.3.1.a Develops and implements a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle
	PE M 05.3.1.b Identifies exercise benefits as a way to become healthier	PE M 06.3.1.b Demonstrate understanding of benefits of a physically active lifestyle as it relates to college or career productivity	PE M 07.3.1.b Demonstrates understanding of benefits of a physically active lifestyle as it relates to college or career productivity	PE M 08.3.1.b Demonstrates understanding of benefits of a physically active lifestyle as it relates to college or career productivity	PE N 09.3.1.b Discusses the benefits of a physically active lifestyle as it relates to college or career productivity	PE N 10.3.1.b Discusses the benefits of a physically active lifestyle as it relates to college or career productivity	PE N 11.3.1.b Discusses the benefits of a physically active lifestyle as it relates to college or career productivity	PE N 12.3.1.b Discusses the benefits of a physically active lifestyle as it relates to college or career productivity
					PE N 09.3.1.c Investigates the relationships among exercise, nutrition, and body composition	PE N 10.3.1.c Investigates the relationships among exercise, nutrition and body composition	PE N 10.3.1.c Investigates the relationships among exercise, nutrition and body composition	PE N 10.3.1.c Investigates the relationships among exercise, nutrition and body composition
					PE N 09.3.1.d Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle	PE N 10.3.1.d Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle	PE N 11.3.1.d Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle	PE N 12.3.1.d Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle
					PE N 09.3.1.e Analyzes and applies technology and social media	PE N 10.3.1.e Analyzes and applies technology and social media	PE N 11.3.1.e Analyzes and applies technology and social media	PE N 0123.1.e Analyzes and applies technology and social media as

<b>Exercise Knowledge Curricular Indicators</b>  (continued)					as tools for supporting a healthy, active lifestyle	as tools for supporting a healthy, active lifestyle	as tools for supporting a healthy, active lifestyle	tools for supporting a healthy, active lifestyle
					PE N 09.3.1.f Identifies issues associated with exercising in heat, humidity and cold	PE N 10.3.1.f Identifies issues associated with exercising in heat, humidity and cold	PE N 11.3.1.f Identifies issues associated with exercising in heat, humidity and cold	PE N 12.3.1.f Identifies issues associated with exercising in heat, humidity and cold
					PE N 09.3.1.g Applies rates of perceived exertion and pacing	PE N 10.3.1.g Applies rates of perceived exertion and pacing	PE N 11.3.1.g Applies rates of perceived exertion and pacing	PE N 12.3.1.g Applies rates of perceived exertion and pacing
					PE N 09.3.1.h Evaluates according to their benefits, social support network and participation requirements activities that can be pursued in the local environment	PE N 10.3.1.h Evaluates according to their benefits, social support network and participation requirements activities that can be pursued in the local environment	PE N 11.3.1.h Evaluates according to their benefits, social support network and participation requirements activities that can be pursued in the local environment	PE N 12.3.1.h Evaluates according to their benefits, social support network and participation requirements activities that can be pursued in the local environment
					PE N 09.3.1.i Evaluates risks and safety factors that might affect exercise preferences throughout the life cycle	PE N 10.3.1.i Evaluates risks and safety factors that might affect exercise preferences throughout the life cycle	PE N 11.3.1.i Evaluates risks and safety factors that might affect exercise preferences throughout the life cycle	PE N 12.3.1.i Evaluates risks and safety factors that might affect exercise preferences throughout the life cycle
					PE M 09.3.1.j Analyzes the impact of life choices, economics, motivation and	PE M 10.3.1.j Analyzes the impact of life choices, economics, motivation and	PE M 11.3.1.j Analyzes the impact of life choices, economics, motivation and	PE M 12.3.1.j Analyzes the impact of life choices, economics, motivation and

<b>Exercise Knowledge Curricular Indicators</b>  (continued)					accessibility on exercise adherence and participation in exercise while in college or a career	accessibility on exercise adherence and participation in exercise while in college or a career	accessibility on exercise adherence and participation in exercise while in college or a career	accessibility on exercise adherence and participation in exercise while in college or a career
<b>Engages in Exercise Standards</b>	<b>PE S 05.3.2</b> Students will participate in exercise in both school and non-school settings.	<b>PE M 06.3.2</b> Students will set personal exercise goals independently to meet needs and interests.	<b>PE M 07.3.2</b> Students will set personal exercise goals independently to meet needs and interests.	<b>PE S 08.3.2</b> Students will set personal exercise goals independently to meet needs and interests.	<b>PE M 09.3.2</b> Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.	<b>PE M 10.3.2</b> Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.	<b>PE M 11.3.2</b> Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.	<b>PE S 12.3.2</b> Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.
<b>Engages in Exercise Curricular Indicators</b>	PE N 05.3.2.a Engages in all the activities of physical education	PE N 06.3.2.a Participates in self-selected exercise outside of physical education class	PE N 07.3.2.a Participates in an exercise 2 times a week outside of physical education class	PE N 08.3.2.a Participates in exercise 3 times a week outside of physical education class	PE M 09.3.2.a Participates in any exercise that is planned, structured, and repetitive for the purpose of improving or maintaining one or more components of fitness 3 times a week outside of physical education class	PE M 10.3.2.a Participates in any exercise that is planned, structured, and repetitive for the purpose of improving or maintaining one or more components of fitness 3 times a week outside of physical education class.	PE M 11.3.2.a Participates in any exercise that is planned, structured, and repetitive for the purpose of improving or maintaining one or more components of fitness 3 times a week outside of physical education class	PE M 12.3.2.a Participates in any exercise that is planned, structured, and repetitive for the purpose of improving or maintaining one or more components of fitness 3 times a week outside of physical education class
	<b>PE M 05.3.2.b</b> Participates in a variety of aerobic fitness activities	PE N 06.3.2.b Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance	PE N 07.3.2.b Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance and light free-weight training	PE N 08.3.2.b Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming	<b>PE M 09.3.2.b</b> Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming	<b>PE M 10.3.2.b</b> Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming	<b>PE M 11.3.2.b</b> Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming	<b>PE M 12.3.2.b</b> Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming
<b>Engages in Exercise</b>	<b>PE M 05.3.2.c</b> Participates in a variety of aerobic-	PE N 06.3.2.c Participates in a variety of aerobic-	PE N 07.3.2.c Participates in a variety of	PE N 08.3.2.c Plans and implements a	<b>PE M 09.3.2.c</b> Plans and implements a	<b>PE M 10.3.2.c</b> Plans and implements a	<b>PE M 11.3.2.c</b> Plans and implements a	<b>PE M 12.3.2.c</b> Plans and implements a

<b>Curricular Indicators</b>	fitness activities using technology	fitness activities using technology	strength- and endurance-fitness activities such as weight or resistance training	program of cross-training to include aerobic, strength and endurance and flexibility training	program of cross-training to include aerobic, strength and endurance and flexibility training	program of cross-training to include aerobic, strength and endurance and flexibility training	program of cross-training to include aerobic, strength and endurance and flexibility training	program of cross-training to include aerobic, strength and endurance and flexibility training
	PE M 05.3.2.d Explores recreational team sports, outdoor pursuits, and dance activities	PE N 06.3.2.d Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities	PE N 07.3.2.d Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities	PE N 08.3.2.d Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day	PE N 09.3.2.d Participates regularly in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day	PE N 10.3.2.d Participates regularly in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day	PE N 11.3.2.d Participates regularly in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day	PE N 12.3.2.d Participates regularly in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day
	PE M 05.3.2.e Understands the importance of participating in moderate to vigorous aerobic and/or muscle and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE N 06.3.2.e Participates in moderate to vigorous aerobic exercise that includes intermittent or continuous aerobic exercise of both moderate and vigorous intensity for at least 60 minutes per day	PE N 07.3.2.e Participates in moderate to vigorous muscle and bone strengthening exercise at least 3 times a week	PE N 08.3.2.e Understands the importance of participating in moderate to vigorous aerobic and/or muscle and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 09.3.2.e Understands the importance of participating in moderate to vigorous aerobic and/or muscle and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 10.3.2.e Understands the importance of participating in moderate to vigorous aerobic and/or muscle and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 11.3.2.e Understands the importance of participating in moderate to vigorous aerobic and/or muscle and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 12.3.2.e Understands the importance of participating in moderate to vigorous aerobic and/or muscle and bone strengthening exercise for at least 60 minutes per day at least 5 times a week
<b>Fitness Knowledge Standards</b>	<b>PE S 05.3.3 Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.</b>	<b>PE M 06.3.3 Students will explain principles of conditioning that enhance health-related fitness.</b>	<b>PE M 07.3.3 Students will explain principles of conditioning that enhance health-related fitness.</b>	<b>PE S 08.3.3 Students will explain principles of conditioning that enhance health-related fitness.</b>	<b>PE M 09.3.3 Students will achieve desired levels of health-related fitness.</b>	<b>PE M 10.3.3 Students will achieve desired levels of health-related fitness.</b>	<b>PE M 11.3.3 Students will achieve desired levels of health-related fitness.</b>	<b>PE S 12.3.3 Students will achieve desired levels of health-related fitness.</b>
<b>Fitness Knowledge Curricular Indicators</b>	PE N 05.3.3.a Differentiates between skill-related and health-related fitness	PE N 06.3.3.a Identifies the components of skill-related fitness	PE N 07.3.3.a Distinguishes between health-related and skill-related fitness	PE N 08.3.3.a Compares and contrasts health-related fitness components	PE M 09.3.3.a Compares and contrasts health-related fitness components	PE M 10.3.3.a Compares and contrasts health-related fitness components	PE M 11.3.3.a Compares and contrasts health-related fitness components	PE M 12.3.3.a Compares and contrasts health-related fitness components



	<b>PE M 05.3.3.b</b> Identifies exercise that contribute to fitness	PE N 06.3.3.b Sets and monitors a self-selected exercise goal for aerobic and/or muscle and bone strengthening activity based on current fitness level	PE N 07.3.3.b Adjusts exercise based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level	PE N 08.3.3.b Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level	<b>PE M 09.3.3.b</b> Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (e.g., adjusts pacing to keep heart rate in the target zone)	<b>PE M 10.3.3.b</b> Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (e.g., adjusts pacing to keep heart rate in the target zone)	<b>PE M 11.3.3.b</b> Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (e.g., adjusts pacing to keep heart rate in the target zone)	<b>PE M 12.3.3.b</b> Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (e.g., adjusts pacing to keep heart rate in the target zone)
	PE N 05.3.3.c Identifies the need for warm-up and cool-down relative to various exercise	PE N 06.3.3.c Employs correct techniques and methods of stretching	PE N 07.3.3.c Describes and demonstrates the difference between dynamic and static stretches	PE N 08.3.3.c Employs a variety of appropriate static stretching techniques for all major muscle groups	<b>PE M 09.3.3.c</b> Employs a variety of appropriate static stretching techniques for all major muscle groups and demonstrates appropriate technique in resistance-training machines and free weights	<b>PE M 10.3.3.c</b> Employs a variety of appropriate static stretching techniques for all major muscle groups and demonstrates appropriate technique in resistance-training machines and free weights	<b>PE M 11.3.3.c</b> Employs a variety of appropriate static stretching techniques for all major muscle groups and demonstrates appropriate technique in resistance-training machines and free weights	<b>PE M 12.3.3.c</b> Employs a variety of appropriate static stretching techniques for all major muscle groups and demonstrates appropriate technique in resistance-training machines and free weights
	<b>PE M 05.3.3.d</b> Understands aerobic and anaerobic capacity and between muscular strength and endurance	PE N 06.3.3.d Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance	PE N 07.3.3.d Describes the role of exercise and nutrition in weight management	PE N 08.3.3.d Describes the role of flexibility in injury prevention	<b>PE M 09.3.3.d</b> Describes the role of flexibility in injury prevention	<b>PE M 10.3.3.d</b> Describes the role of flexibility in injury prevention	<b>PE M 11.3.3.d</b> Describes the role of flexibility in injury prevention	<b>PE M 12.3.3.d</b> Describes the role of flexibility in injury prevention

<p><b>Fitness Knowledge Curricular Indicators</b></p> <p>(continued)</p>		<p>PE N 06.3.3.e</p> <p>Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of exercise (aerobic, muscular fitness and flexibility)</p>	<p>PE N 07.3.3.e</p> <p>Describes overload principle (FITT formula) for different types of exercise, the training principles on which the formula is based and how the formula and principles affect fitness</p>	<p>PE N 08.3.3.e</p> <p>Uses the overload principle (FITT formula) in preparing a personal workout</p>	<p>PE M 09.3.3.e</p> <p>Uses the overload principle (FITT formula) in preparing a personal workout</p>	<p>PE M 10.3.3.e</p> <p>Uses the overload principle (FITT formula) in preparing a personal workout</p>	<p>PE M 11.3.3.e</p> <p>Uses the overload principle (FITT formula) in preparing a personal workout</p>	<p>PE M 12.3.3.e</p> <p>Uses the overload principle (FITT formula) in preparing a personal workout</p>
		<p>PE N 06.3.3.f</p> <p>Describes the role of warm-ups and cool-down before and after exercise</p>	<p>PE N 07.3.3.f</p> <p>Designs a warm-up and cool-down regimen for a self-selected exercise</p>	<p>PE N 08.3.3.f</p> <p>Designs and implements a warm-up and cool-down regimen for a self-selected exercise</p>	<p>PE N 09.3.3.f</p> <p>Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle</p>	<p>PE N 10.3.3.f</p> <p>Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle</p>	<p>PE N 11.3.3.f</p> <p>Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle</p>	<p>PE N 12.3.3.f</p> <p>Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle</p>
		<p>PE N 06.3.3.g</p> <p>Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale</p>	<p>PE N 07.3.3.g</p> <p>Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise</p>	<p>PE N 08.3.3.g</p> <p>Defines how the RPE Scale can be used to adjust workout intensity during exercise</p>	<p>PE N 09.3.3.g</p> <p>Defines how the RPE Scale can be used to adjust workout intensity during exercise and identifies types of strength exercises (isometric, concentric, eccentric) and</p>	<p>PE N 10.3.3.g</p> <p>Defines how the RPE Scale can be used to adjust workout intensity during exercise and identifies types of strength exercises (isometric, concentric,</p>	<p>PE N 11.3.3.g</p> <p>Defines how the RPE Scale can be used to adjust workout intensity during exercise and identifies types of strength exercises (isometric, concentric, eccentric) and</p>	<p>PE N 12.3.3.g</p> <p>Defines how the RPE Scale can be used to adjust workout intensity during exercise and identifies types of strength exercises (isometric, concentric, eccentric) and stretching</p>

<b>Fitness Knowledge Curricular Indicators</b>  (continued)					stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion)	eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion)	stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion)	exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion)
	<b>PE M 05.3.3.f</b> Identifies major muscles used in selected exercise	<b>PE M 06.3.3.h</b> Identifies major muscles used in selected exercise	<b>PE N 07.3.3.h</b> Describes how muscles pull on bones to create movement in pairs by relaxing and contracting	<b>PE N 08.3.3.h</b> Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during exercise	<b>PE N 09.3.3.h</b> Identifies the different energy systems used in a selected exercise (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic)	<b>PE N 10.3.3.h</b> Identifies the different energy systems used in a selected exercise (e.g., adenosine triphosphate and phosphocreatine , anaerobic glycolysis, aerobic)	<b>PE N 11.3.3.h</b> Identifies the different energy systems used in a selected exercise (e.g., adenosine triphosphate and phosphocreatine , anaerobic glycolysis, aerobic)	<b>PE N 12.3.3.h</b> Identifies the different energy systems used in a selected exercise (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic)
					<b>PE N 09.3.3.i</b> Relates physiological responses to individual levels of fitness and nutritional balance	<b>PE N 10.3.3.i</b> Relates physiological responses to individual levels of fitness and nutritional balance	<b>PE N 11.3.3.i</b> Relates physiological responses to individual levels of fitness and nutritional balance	<b>PE N 12.3.3.i</b> Relates physiological responses to individual levels of fitness and nutritional balance
					<b>PE N 09.3.3.j</b> Identifies the structure of skeletal muscle and fiber types as they relate to muscle development	<b>PE N 10.3.3.j</b> Identifies the structure of skeletal muscle and fiber types as they relate to muscle development	<b>PE N 11.3.3.j</b> Identifies the structure of skeletal muscle and fiber types as they relate to muscle development	<b>PE N 12.3.3.j</b> Identifies the structure of skeletal muscle and fiber types as they relate to muscle development

<b>Fitness Knowledge Curricular Indicators</b>  (continued)					PE N 09.3.3.k Calculates target heart rate and applies that information to personal fitness plan	PE N 10.3.3.k Calculates target heart rate and applies that information to personal fitness plan	PE N 11.3.3.k Calculates target heart rate and applies that information to personal fitness plan	PE N 12.3.3.k Calculates target heart rate and applies that information to personal fitness plan
<b>Assessment and Program Planning Standards</b>	<b>PE S 05.3.4</b> Students will be able to demonstrate knowledge of physical fitness through written assessment in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	<b>PE M 06.3.4</b> Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	<b>PE M 07.3.4</b> Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	<b>PE M 08.3.4</b> Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	<b>PE M 09.3.4</b> Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	<b>PE M 10.3.4</b> Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	<b>PE M 11.3.4</b> Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	<b>PE M 12.3.4</b> Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)
<b>Assessment and Program Planning Curricular Indicators</b>	PE N 05.3.4.a Analyzes results of fitness assessment (pre- and post-), comparing results to fitness components for good health	PE N 06.3.4.a Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment	PE N 07.3.4.a Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment	PE N 08.3.4.a Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment	PE M 09.3.4.a Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment	PE M 10.3.4.a Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment	PE M 11.3.4.a Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment	PE M 12.3.4.a Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment
	PE N 05.3.4.b Designs a fitness plan to address ways to use exercise to enhance fitness	PE N 06.3.4.b Maintains an exercise log for at least 2 weeks and reflects on activity levels as documented in the log	PE N 07.3.4.b Maintains an exercise and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log	PE N 08.3.4.b Designs and implements a program to improve levels of health-related fitness and nutrition	PE N 09.3.4.b Designs and implements a wellness plan that enhances a healthy, nutritious, active lifestyle for adult success	PE N 10.3.4.b Designs and implements a wellness plan that enhances a healthy, nutritious, active lifestyle for adult success	PE N 11.3.4.b Designs and implements a wellness plan that enhances a healthy, nutritious, active lifestyle for adult success	PE N 12.3.4.b Designs and implements a wellness plan that enhances a healthy, nutritious, active lifestyle for adult success

<b>Assessment and Program Planning Curricular Indicators</b>  (continued)					PE N 09.3.4.c Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement)	PE N 10.3.4.c Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement)	PE N 11.3.4.c Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement)	PE N 12.3.4.c Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement)
					PE M 09.3.4.d Designs a fitness program, including all components of health-related fitness, for adult success	PE M 10.3.4.d Designs a fitness program, including all components of health-related fitness, for adult success	PE M 12.3.4.d Designs a fitness program, including all components of health-related fitness, for adult success	PE M 13.3.4.d Designs a fitness program, including all components of health-related fitness, for adult success
					PE N 09.3.4.e Analyzes the components of skill-related fitness for adult success	PE N 10.3.4.e Analyzes the components of skill-related fitness for adult success	PE N 11.3.4.e Analyzes the components of skill-related fitness for adult success	PE N 12.3.4.e Analyzes the components of skill-related fitness for adult success
<b>Nutrition Standards</b>	<b>PE M 05.3.5</b> Students will identify the importance of nutrition in a healthy lifestyle.	<b>PE M 06.3.5</b> Students will demonstrate the importance of nutrition in a healthy lifestyle. (Health 6)	<b>PE M 07.3.5</b> Students will demonstrate the importance of nutrition in a healthy lifestyle. (FCS: Foods & Nutrition Pathway)	<b>PE M 08.3.5</b> Students will demonstrate the importance of nutrition in a healthy lifestyle. (FCS: Foods & Nutrition Pathway)	<b>PE M 09.3.5</b> Students will demonstrate the importance of nutrition in a healthy lifestyle.	<b>PE M 10.3.5</b> Students will demonstrate the importance of nutrition in a healthy lifestyle.	<b>PE M 11.3.5</b> Students will demonstrate the importance of nutrition in a healthy lifestyle.	<b>PE M 12.3.5</b> Students will demonstrate the importance of nutrition in a healthy lifestyle.

<b>Nutrition Curricular Indicators</b>	PE N 05.3.5.a Analyzes the impact of food choices relative to exercise, youth sports and personal health	PE N 06.3.5.a Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and exercise levels (Health 6)	PE N 07.3.5.a Develops strategies for balancing healthy food, snacks and water intake, along with daily exercise (FCS: Foods & Nutrition Pathway)	PE N 08.3.5.a Describes the relationship between poor nutrition and health risk factors (FCS: Foods & Nutrition Pathway)	PE M 09.3.5.a Describes the relationship between poor nutrition and health risk factors. Implements changes in their daily nutrition plan	PE M 10.3.5.a Describes the relationship between poor nutrition and health risk factors. Implements changes in their daily nutrition plan	PE M.11.3.5.a Describes the relationship between poor nutrition and health risk factors. Implements changes in their daily nutrition plan	PE M 12.3.5.a Describes the relationship between poor nutrition and health risk factors. Implements changes in their daily nutrition plan
					PE N 09.3.5.b Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle	PE N 10.3.5.b Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle	PE N 11.3.5.b Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle	PE N 12.3.5.b Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle
<b>Feeling and Stress Management Standards</b>	<b>PE M 05.3.6</b> Students will explain and identify one's feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE M 06.3.6</b> Students will identify how physical activity helps manage stress.	<b>PE M 07.3.6</b> Students will practice stress management techniques.	<b>PE M 08.3.6</b> Students will demonstrate stress management techniques.	<b>PE M 09.3.6</b> Students will demonstrate stress management techniques.	<b>PE M 10.3.6</b> Students will demonstrate stress management techniques.	<b>PE M 11.3.6</b> Students will demonstrate stress management techniques.	<b>PE M 12.3.6</b> Students will demonstrate stress management techniques.

<b>Feeling and Stress Management Curricular Indicators</b>	<b>PE M 05.3.6.a</b> Identifies positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3: Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE N 06.3.6.a</b> Identifies positive and negative results of stress and appropriate ways of dealing with each (Counseling Comprehensive Standard 3: Students will demonstrate skills that promote positive well-being and personal success.)	<b>PE N 07.3.6.a</b> Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise	<b>PE N 08.3.6.a</b> Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi	<b>PE M 09.3.6.a</b> Demonstrates basic and practices advanced movements used in other stress-reducing activities such as yoga and tai chi	<b>PE M 10.3.6.a</b> Demonstrates basic and practices advanced movements used in other stress-reducing activities such as yoga and tai chi	<b>PE M 11.3.6.a</b> Demonstrates basic and practices advanced movements used in other stress-reducing activities such as yoga and tai chi	<b>PE M 12.3.6.a</b> Demonstrates basic and practices advanced movements used in other stress-reducing activities such as yoga and tai chi.
					<b>PE N 09.3.6.b</b> Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress	<b>PE N 10.3.6.b</b> Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress	<b>PE N 11.3.6.b</b> Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress	<b>PE N 12.3.6.b</b> Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress
					<b>PE N 09.3.6.c</b> Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress	<b>PE N 10.3.6.c</b> Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress	<b>PE N 11.3.6.c</b> Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress	<b>PE N 12.3.6.c</b> Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress

**PK-12 Exercise Behavior RESPONSIBLE BEHAVIOR Comprehensive Standard:**  
**Students will exhibit personal and social behavior that respects self and others.**

**Grade Level Standards**

Concepts	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	<b>PE S 05.4.1</b> Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.	<b>PE M 06.4.1</b> Students will participate cooperatively in exercise with persons of diverse characteristics and backgrounds.	<b>PE M 07.4.1</b> Students will participate cooperatively in exercise with persons of diverse characteristics and backgrounds.	<b>PE S 08.4.1</b> Students will participate cooperatively in exercise with persons of diverse characteristics and backgrounds.	<i>Dependent on Course Selection</i>			
					<b>PE M 09.4.1</b> Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.	<b>PE M 10.4.1</b> Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.	<b>PE M 11.4.1</b> Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.	<b>PE S 12.4.1</b> Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.
<b>Class Rules Standards</b>	<b>PE M 05.4.2</b> Students will follow class rules to ensure safety and learning.	<b>PE M 06.4.2</b> Students will follow class rules to ensure safety and learning.	<b>PE M 07.4.2</b> Students will follow class rules to ensure safety and learning.	<b>PE S 08.4.2</b> Students will assist in establishing class rules related to safety practices and procedures.	<b>PE M 09.4.2</b> Students will follow class rules to ensure safety and learning.	<b>PE M 10.4.2</b> Students will follow class rules to ensure safety and learning.	<b>PE M 11.4.2</b> Students will follow class rules to ensure safety and learning.	<b>PE M 12.4.2</b> Students will follow class rules to ensure safety and learning.
<b>Safety Standards</b>	<b>PE S 05.4.3</b> Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.	<b>PE S 06.4.3</b> Students will make responsible decisions to resolve and/or avoid conflicts.	<b>PE S 07.4.3</b> Students will make responsible decisions to resolve and/or avoid conflicts.	<b>PE S 08.4.3</b> Students will make responsible decisions to resolve and/or avoid conflicts.	<b>PE M 09.4.3</b> Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.	<b>PE M 10.4.3</b> Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.	<b>PE M 11.4.3</b> Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.	<b>PE S 12.4.3</b> Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.



<p><b>Works Cooperatively Standards</b></p>	<p><b>PE S 05.4.1</b> Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.</p>	<p><b>PE M 06.4.1</b> Students will participate cooperatively in exercise with persons of diverse characteristics and backgrounds.</p>	<p><b>PE M 07.4.1</b> Students will participate cooperatively in exercise with persons of diverse characteristics and backgrounds.</p>	<p><b>PE S 08.4.1</b> Students will participate cooperatively in exercise with persons of diverse characteristics and backgrounds.</p>	<p><b>PE M 09.4.1</b> Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.</p>	<p><b>PE M 10.4.1</b> Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.</p>	<p><b>PE M 11.4.1</b> Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.</p>	<p><b>PE S 12.4.1</b> Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.</p>
<p><b>Works Cooperatively Curricular Indicators</b></p>	<p>PE N 05.4.1.a Engages in exercise with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee)</p>	<p>PE N 06.4.1.a Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors</p>	<p>PE N 07.4.1.a Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates</p>	<p>PE N 08.4.1.a Accepts responsibility for improving one's own levels of exercise and fitness</p>	<p>PE M 09.4.1.a Accepts responsibility for improving one's own levels of exercise and fitness</p>	<p>PE M 10.4.1.a Accepts responsibility for improving one's own levels of exercise and fitness</p>	<p>PE M 11.4.1.a Accepts responsibility for improving one's own levels of exercise and fitness</p>	<p>PE M 12.4.1.a Accepts responsibility for improving one's own levels of exercise and fitness</p>
	<p>PE N 05.4.1.b Participates with responsible personal behavior in a variety of exercise contexts, environments and facilities</p>	<p>PE N 06.4.1.b Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk</p>	<p>PE N 07.4.1.b Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in exercise outside of class</p>	<p>PE N 08.4.1.b Uses effective self-monitoring skills to incorporate opportunities for exercise in and outside of school</p>	<p>PE N 09.4.1.b Employs effective self-management skills to analyze barriers and modify exercise patterns appropriately, as needed</p>	<p>PE N 10.4.1.b Employs effective self-management skills to analyze barriers and modify exercise patterns appropriately, as needed</p>	<p>PE N 11.4.1.b Employs effective self-management skills to analyze barriers and modify exercise patterns appropriately, as needed</p>	
	<p>PE N 05.4.1.c Exhibits respect for self with appropriate behavior while</p>	<p>PE N 06.4.1.c Demonstrates self-responsibility by implementing specific corrective</p>	<p>PE N 07.4.1.c Provides corrective feedback to a peer, using teacher-generated</p>	<p>PE N 08.4.1.c Provides encouragement and feedback to peers without prompting from</p>	<p>PE N 09.4.1.c Utilizes communication skills and strategies that</p>	<p>PE N 10.4.1.c Utilizes communication skills and strategies that</p>	<p>PE N 11.4.1.c Utilizes communication skills and strategies that promote team/</p>	

<b>Works Cooperatively Curricular Indicators</b>  (continued)	engaging in exercise	feedback to improve performance	guidelines, and incorporating appropriate tone and other communication skills	the teacher	promote team/ group dynamics	promote team/ group dynamics	group dynamics	group dynamics
	PE N 05.4.1.d Gives corrective feedback respectfully to peers	PE N 06.4.1.d Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback	PE N 07.4.1.d Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts	PE N 08.4.1.d Responds appropriately to participants' ethical and unethical behavior during exercise by using rules and guidelines for resolving conflicts	PE M 09.4.1.d Responds appropriately to participants' ethical and unethical behavior during exercise by using rules and guidelines for resolving conflicts	PE M 10.4.1.d Responds appropriately to participants' ethical and unethical behavior during exercise by using rules and guidelines for resolving conflicts	PE M 11.4.1.d Responds appropriately to participants' ethical and unethical behavior during exercise by using rules and guidelines for resolving conflicts	PE M 12.4.1.d Responds appropriately to participants' ethical and unethical behavior during exercise by using rules and guidelines for resolving conflicts
	PE N 05.4.1.e Accepts, recognizes and actively involves others with both higher and lower skill abilities into exercise and group projects	PE N 06.4.1.e Cooperates with a small group of classmates during adventure activities, game play or team-building activities	PE N 07.4.1.e Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play	PE N 08.4.1.e Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play	PE N 09.4.1.e Solves problems and thinks critically in exercise and/ or dance settings, both as an individual and in groups	PE N 10.4.1.e Solves problems and thinks critically in exercise and/ or dance settings, both as an individual and in groups	PE N 11.4.1.e Solves problems and thinks critically in exercise and/ or dance settings, both as an individual and in groups	PE N 12.4.1.e Solves problems and thinks critically in exercise and/ or dance settings, both as an individual and in groups
	PE M 05.4.1.f Accepts players of all skill levels into the exercise	PE M 06.4.1.f Accepts others' ideas, cultural diversity and different ability levels by engaging in cooperative and collaborative movement projects	PE M 07.4.1.f Accepts others' ideas, cultural diversity and different ability levels by engaging in cooperative and collaborative movement projects	PE M 08.4.1.f Accepts others' ideas, cultural diversity and different ability levels by engaging in cooperative and collaborative movement projects	PE M 09.4.1.f Accepts others by engaging in cooperative and collaborative activities	PE M 10.4.1.f Accepts others by engaging in cooperative and collaborative activities	PE M 11.4.1.f Accepts others by engaging in cooperative and collaborative activities	PE M 12.4.1.f Accepts others by engaging in cooperative and collaborative activities

<b>Works Cooperatively Curricular Indicators</b>  (continued)	PE M 05.4.1.g Accepts differences between personal characteristics and performance levels	PE M 06.4.1.g Accepts differences between personal characteristics and performance levels	PE M 07.4.1.g Accepts differences between personal characteristics and performance levels	PE M 08.4.1.g Accepts differences between personal characteristics and performance levels	PE M 09.4.1.g Accepts differences between personal characteristics and performance levels	PE M 10.4.1.g Accepts differences between personal characteristics and performance levels	PE M 11.4.1.g Accepts differences between personal characteristics and performance levels	PE M 12.4.1.g Accepts differences between personal characteristics and performance levels
	PE M 05.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting	PE M 06.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting	PE M 07.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting	PE M 08.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting	PE N 09.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting	PE N 10.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting	PE N 11.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting	PE N 12.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting
<b>Class Rules Standards</b>	<b>PE M 05.4.2 Students will follow class rules to ensure safety and learning.</b>	<b>PE M 06.4.2 Students will follow class rules to ensure safety and learning.</b>	<b>PE M 07.4.2 Students will follow class rules to ensure safety and learning.</b>	<b>PE S 08.4.2 Students will assist in establishing class rules related to safety practices and procedures.</b>	<b>PE M 09.4.2 Students will follow class rules to ensure safety and learning.</b>	<b>PE M 10.4.2 Students will follow class rules to ensure safety and learning.</b>	<b>PE M 11.4.2 Students will follow class rules to ensure safety and learning.</b>	<b>PE M 12.4.2 Students will follow class rules to ensure safety and learning.</b>
<b>Class Rules Curricular Indicators</b>	PE N 05.4.2.a Critiques the etiquette involved in rules of various game activities	PE M 06.4.2.a Exhibits proper etiquette, respect for others and teamwork while engaging in exercise and/or social dance	PE M 07.4.2.a Exhibits proper etiquette, respect for others and teamwork while engaging in exercise and/or social dance	PE M 08.4.2.a Exhibits proper etiquette, respect for others and teamwork while engaging in exercise and/or social dance	PE N 09.4.2.a Exhibits proper etiquette, respect for others and teamwork while engaging in exercise and/or social dance	PE N 10.4.2.a Exhibits proper etiquette, respect for others and teamwork while engaging in exercise and/or social dance	PE N 11.4.2.a Exhibits proper etiquette, respect for others and teamwork while engaging in exercise and/or social dance	PE N 12.4.2.a Exhibits proper etiquette, respect for others and teamwork while engaging in exercise and/or social dance
					PE N 09.4.2.b Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, current events in sport)	PE N 10.4.2.b Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, current events in sport)	PE N 11.4.2.b Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, current events in sport)	PE N 12.4.2.b Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, current events in sport)

<b>Safety Standards</b>	<b>PE S 05.4.3</b> Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.	<b>PE S 06.4.3</b> Students will make responsible decisions to resolve and/or avoid conflicts.	<b>PE S 07.4.3</b> Students will make responsible decisions to resolve and/or avoid conflicts.	<b>PE S 08.4.3</b> Students will make responsible decisions to resolve and/or avoid conflicts.	<b>PE M 09.4.3</b> Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.	<b>PE M 10.4.3</b> Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.	<b>PE M 11.4.3</b> Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.	<b>PE S 12.4.3</b> Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.
<b>Safety Curricular Indicators</b>	PE N 05.4.3.a Applies safety principles with age-appropriate exercise	PE M 06.4.3.a Applies best practices for participating safely in exercise and dance	PE M 07.4.3.a Applies best practices for participating safely in exercise and dance	PE M 08.4.3.a Applies best practices for participating safely in exercise and dance	PE N 09.4.3.a Applies best practices for participating safely in exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules)	PE N 10.4.3.a Applies best practices for participating safely in exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules)	PE N 11.4.3.a Applies best practices for participating safely in exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules)	PE N 12.4.3.a Applies best practices for participating safely in exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules)
	PE M 05.4.3.b Works safely with physical education equipment	PE N 06.4.3.b Uses exercise and fitness equipment appropriately and safely with the teacher's guidance	PE N 07.4.3.b Independently uses exercise and fitness equipment appropriately and safely	PE N 08.4.3.b Independently uses exercise and fitness equipment appropriately, and identifies specific safety concerns associated with the activity	PE M 09.4.3.b Independently uses exercise and fitness equipment appropriately, and identifies specific safety concerns associated with the activity	PE M 10.4.3.b Independently uses exercise and fitness equipment appropriately, and identifies specific safety concerns associated with the activity	PE M 11.4.3.b Independently uses exercise and fitness equipment appropriately, and identifies specific safety concerns associated with the activity	PE M 12.4.3.b Independently uses exercise and fitness equipment appropriately, and identifies specific safety concerns associated with the activity

PK-12 Exercise Behavior AWARENESS Comprehensive Standard: Students will recognize the value of exercise for health, enjoyment, challenge, self-expression and/or social interaction.								
Grade Level Standards								
Concepts	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Health Standards	PE M 05.5.1 Students will recognize exercise as an important component of overall health.	PE M 06.5.1 Students will recognize exercise as an important component of overall health.	PE M 07.5.1 Students will recognize exercise as an important component of overall health.	PE M 08.5.1 Students will recognize exercise as an important component of overall health.	<i>Dependent on Course Selection</i>			
					PE M 09.5.1 Students will recognize exercise as an important component of overall health.	PE M 10.5.1 Students will recognize exercise as an important component of overall health.	PE M 11.5.1 Students will recognize exercise as an important component of overall health.	PE M 12.5.1 Students will recognize exercise as an important component of overall health.
Challenge Standards	PE S 05.5.2 Students will attempt new activities.	PE M 06.5.2 Students will attempt new activities.	PE M 07.5.2 Students will attempt new activities.	PE S 08.5.2 Students will explore career and employment opportunities in fields related to exercise.	PE M 09.5.2 Students will pursue lifetime exercise that meet individual needs.	PE M 10.5.2 Students will pursue lifetime exercise that meet individual needs.	PE M 11.5.2 Students will pursue lifetime exercise that meet individual needs.	PE S 12.5.2 Students will pursue lifetime exercise that meet individual needs.
Self-Expression Standards	PE S 05.5.3 Students will express feelings about exercise.	PE M 06.5.3 Students will analyze the physical, emotional, and social benefits of exercise.	PE M 07.5.3 Students will analyze the physical, emotional, and social benefits of exercise.	PE S 08.5.3 Students will analyze the physical, emotional, and social benefits of exercise.	PE M 09.5.3 Students will justify why participation in exercise can be enjoyable and desirable.	PE M 10.5.3 Students will justify why participation in exercise can be enjoyable and desirable.	PE M 11.5.3 Students will justify why participation in exercise can be enjoyable and desirable.	PE S 12.5.3 Students will justify why participation in exercise can be enjoyable and desirable.
Social Interaction Standards	PE S 05.5.4 Students will attribute success and improvement to effort and practice.	PE M 06.5.4 Students will seek personally enjoyable and challenging experiences in exercise opportunities.	PE M 07.5.4 Students will seek personally enjoyable and challenging experiences in exercise opportunities.	PE S 08.5.4 Students will seek personally enjoyable and challenging experiences in exercise opportunities.	PE M 09.5.4 Students will investigate opportunities for employment related to exercise.	PE M 10.5.4 Students will investigate opportunities for employment related to exercise.	PE M 11.5.4 Students will investigate opportunities for employment related to exercise.	PE S 12.5.4 Students will investigate opportunities for employment related to exercise.
Health Standards	PE M 05.5.1 Students will recognize exercise as an important component of overall health.	PE M 06.5.1 Students will recognize exercise as an important component of overall health.	PE M 07.5.1 Students will recognize exercise as an important component of overall health.	PE M 08.5.1 Students will recognize exercise as an important component of overall health.	PE M 09.5.1 Students will recognize exercise as an important component of overall health.	PE M 10.5.1 Students will recognize exercise as an important component of overall health.	PE M 11.5.1 Students will recognize exercise as an important component of overall health.	PE M 12.5.1 Students will recognize exercise as an important component of overall health.

<b>Health Curricular Indicators</b>	PE N 05.5.1.a Compares the health benefits of participating in selected exercise	PE N 06.5.1.a Describes how being physically active leads to a healthy body	PE N 07.5.1.a Identifies different types of exercise and describes how each exerts a positive effect on health	PE N 08.5.1.a Identifies the components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health	PE N 09.5.1.a Analyzes the health benefits of a self-selected exercise	PE N 10.5.1.a Analyzes the health benefits of a self-selected exercise	PE N 11.5.1.a Analyzes the health benefits of a self-selected exercise	PE N 12.5.1.a Analyzes the health benefits of a self-selected exercise
	PE M 05.5.1.b Identifies components of exercise that provide opportunities for reducing stress and for social interaction	PE N 06.5.1.b Identifies components of exercise that provide opportunities for reducing stress and for social interaction	PE N 07.5.1.b Identifies positive mental and emotional aspects of participating in a variety of exercise	PE N 08.5.1.b Identifies the empowering benefits of being physically active	PE M 09.5.1.b Analyzes the empowering benefits of being physically active	PE M 10.5.1.b Analyzes the empowering benefits of being physically active	PE M 11.5.1.b Analyzes the empowering benefits of being physically active	PE M 12.5.1.b Analyzes the empowering benefits of being physically active
<b>Challenge Standards</b>	<b>PE S 05.5.2 Students will attempt new activities.</b>	<b>PE M 06.5.2 Students will attempt new activities.</b>	<b>PE M 07.5.2 Students will attempt new activities.</b>	<b>PE S 08.5.2 Students will explore career and employment opportunities in fields related to exercise.</b>	<b>PE M 09.5.2 Students will pursue lifetime exercise that meet individual needs.</b>	<b>PE M 10.5.2 Students will pursue lifetime exercise that meet individual needs.</b>	<b>PE M 11.5.2 Students will pursue lifetime exercise that meet individual needs.</b>	<b>PE S 12.5.2 Students will pursue lifetime exercise that meet individual needs.</b>
<b>Challenge Curricular Indicators</b>	PE N 05.5.2.a Expresses (via written essay, visual art, creative dance) the enjoyments and/or challenge of participating in a favorite exercise	PE N 06.5.2.a Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks	PE N 07.5.2.a Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge	PE N 08.5.2.a Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge	PE N 09.5.2.a Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected exercise	PE N 10.5.2.a Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected exercise	PE N 11.5.2.a Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected exercise	PE N 12.5.2.a Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected exercise

<b>Self-Expression Standards</b>	<b>PE S 05.5.3</b> <b>Students will express feelings about exercise.</b>	<b>PE M 06.5.3</b> <b>Students will analyze the physical, emotional, and social benefits of exercise.</b>	<b>PE M 07.5.3</b> <b>Students will analyze the physical, emotional, and social benefits of exercise.</b>	<b>PE S 08.5.3</b> <b>Students will analyze the physical, emotional, and social benefits of exercise.</b>	<b>PE M 09.5.3</b> <b>Students will justify why participation in exercise can be enjoyable and desirable.</b>	<b>PE M 10.5.3</b> <b>Students will justify why participation in exercise can be enjoyable and desirable.</b>	<b>PE M 11.5.3</b> <b>Students will justify why participation in exercise can be enjoyable and desirable.</b>	<b>PE S 12.5.3</b> <b>Students will justify why participation in exercise can be enjoyable and desirable.</b>
<b>Self-Expression Curricular Indicators</b>	PE N 05.5.3.a Analyzes different exercise for enjoyment and challenge, identifying reasons for a positive or negative response	PE N 06.5.3.a Describes how moving competently in an exercise setting creates enjoyment	PE N 07.5.3.a Identifies why self-selected exercise create enjoyment	PE N 08.5.3.a Discusses how enjoyment could be increased in self-selected exercise	PE N 09.5.3.a Selects and participates in a variety of exercises or dance that meet the need for self-expression and enjoyment	PE N 10.5.3.a Selects and participates in a variety of exercises or dance that meet the need for self-expression and enjoyment	PE N 11.5.3.a Selects and participates in a variety of exercises or dance that meet the need for self-expression and enjoyment	PE N 12.5.3.a Selects and participates in a variety of exercises or dance that meet the need for self-expression and enjoyment
	<b>PE M 05.5.3.b</b> <b>Discusses personal reasons (i.e., the “why”) for enjoying exercise</b>	PE N 06.5.3.b Identifies how self-expression and exercise are related	PE N 07.5.3.b Explains the relationship between self-expression and lifelong enjoyment through exercise	PE N 08.5.3.b Identifies and participates in an enjoyable activity that prompts individual self-expression	PE N 09.5.3.b Identifies the uniqueness of exercise programs and creative dance as a means of self-expression	PE N 10.5.3.b Identifies the uniqueness of exercise programs and creative dance as a means of self-expression	PE N 11.5.3.b Identifies the uniqueness of exercise programs and creative dance as a means of self-expression	PE N 12.5.3.b Identifies the uniqueness of exercise programs and creative dance as a means of self-expression
<b>Social Interaction Standards</b>	<b>PE S 05.5.4</b> <b>Students will attribute success and improvement to effort and practice.</b>	<b>PE M 06.5.4</b> <b>Students will seek personally enjoyable and challenging experiences in exercise opportunities.</b>	<b>PE M 07.5.4</b> <b>Students will seek personally enjoyable and challenging experiences in exercise opportunities.</b>	<b>PE S 08.5.4</b> <b>Students will seek personally enjoyable and challenging experiences in exercise opportunities.</b>	<b>PE M 09.5.4</b> <b>Students will investigate opportunities for employment related to exercise.</b>	<b>PE M 10.5.4</b> <b>Students will investigate opportunities for employment related to exercise.</b>	<b>PE M 11.5.4</b> <b>Students will investigate opportunities for employment related to exercise.</b>	<b>PE S 12.5.4</b> <b>Students will investigate opportunities for employment related to exercise.</b>
<b>Social Interaction Curricular Indicators</b>	PE N 05.5.4.a Describes the social benefits gained from participating in exercise (e.g., recess, youth sport)	PE N 06.5.4.a Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity	PE N 07.5.4.a Demonstrates the importance of social interaction by helping and encouraging others and providing support to classmates	PE N 08.5.4.a Demonstrates respect for self by asking for help and helping others in various exercise	<b>PE M 09.5.4.a</b> <b>Identifies and evaluates the opportunity for social support in a self-selected exercise or dance</b>	<b>PE M 10.5.4.a</b> <b>Identifies and evaluates the opportunity for social support in a self-selected exercise or dance</b>	<b>PE M 11.5.4.a</b> <b>Identifies and evaluates the opportunity for social support in a self-selected exercise or dance</b>	<b>PE M 12.5.4.a</b> <b>Identifies and evaluates the opportunity for social support in a self-selected exercise or dance</b>

<p><b>Social Interaction Curricular Indicators</b></p> <p>(continued)</p>					<p>PE N 09.5.4.b Evaluates the opportunity for social interaction and social support in a self-selected exercise or dance</p>	<p>PE N 10.5.4.b Evaluates the opportunity for social interaction and social support in a self-selected exercise or dance</p>	<p>PE N 11.5.4.b Evaluates the opportunity for social interaction and social support in a self-selected exercise or dance</p>	<p>PE N 12.5.4.b Evaluates the opportunity for social interaction and social support in a self-selected exercise or dance</p>
<p><b>NE K-12 Fine Arts Standards and Indicators: Dance</b></p>	<p><b>FA S 5.3.1</b> Students will use dance elements and choreographic principles to develop movements that communicate ideas, images, and feelings.</p>	<p><b>FA S 8.3.1</b> Students will use dance elements, choreographic principles, and structures to construct dances that communicate ideas, images, feelings, and experiences.</p>	<p><b>FA S 8.3.1</b> Students will use dance elements, choreographic principles, and structures to construct dances that communicate ideas, images, feelings, and experiences.</p>	<p><b>FA S 8.3.1</b> Students will use dance elements, choreographic principles, and structures to construct dances that communicate ideas, images, feelings, and experiences.</p>	<p><b>FA 12.3.1</b> Students will employ dance elements and choreographic principles, structures, and processes to create dances that communicate ideas, images, feelings, and experiences.</p>	<p><b>FA 12.3.1</b> Students will employ dance elements and choreographic principles, structures, and processes to create dances that communicate ideas, images, feelings, and experiences.</p>	<p><b>FA 12.3.1</b> Students will employ dance elements and choreographic principles, structures, and processes to create dances that communicate ideas, images, feelings, and experiences.</p>	<p><b>FA 12.3.1</b> Students will employ dance elements and choreographic principles, structures, and processes to create dances that communicate ideas, images, feelings, and experiences.</p>
		<p>FA S 8.3.1.a Generates spontaneous and exaggerated movement independently to construct ideas, images, feelings, and experiences (e.g., use a memory or personal narrative to create a short movement phrase</p>	<p>FA S 8.3.1.a Generates spontaneous and exaggerated movement independently to construct ideas, images, feelings, and experiences (e.g., use a memory or personal narrative to create a short movement phrase</p>	<p>FA S 8.3.1.a Generates spontaneous and exaggerated movement independently to construct ideas, images, feelings, and experiences (e.g., use a memory or personal narrative to create a short movement phrase</p>				



<p><b>NE K-12 Fine Arts Standards and Indicators: Dance</b></p> <p>(continued)</p>		<p>FA S 8.3.1.b Creates and compares multiple movement phrases that use a variety of dance elements and simple choreographic structures (e.g., deconstruct movement to explore choreographic structures *Explore what happens to a phrase when you change the temp , level, direction, sequence, repetition</p>	<p>FA S 8.3.1.b Creates and compares multiple movement phrases that use a variety of dance elements and simple choreographic structures (e.g., deconstruct movement to explore choreographic structures *Explore what happens to a phrase when you change the temp , level, direction, sequence, repetition</p>	<p>FA S 8.3.1.b Creates and compares multiple movement phrases that use a variety of dance elements and simple choreographic structures (e.g., deconstruct movement to explore choreographic structures *Explore what happens to a phrase when you change the temp , level, direction, sequence, repetition</p>	<p>FA 12.3.1.a Creates a dance sequence that uses a variety of dance elements to implement simple choreographic structures and principles to fulfill choreographic intent (e.g., select phrases for expansion into dance sequences) *Edit movement phrases by changing rhythm, tempo , dynamics, use of space</p>	<p>FA 12.3.1.b Creates a dance sequence that uses a variety of dance elements to implement simple choreographic structures and principles to fulfill choreographic intent (e.g., select phrases for expansion into dance sequences) *Edit movement phrases by changing rhythm, tempo , dynamics, use of space</p>	<p>FA 12.3.1.b Creates a dance sequence that uses a variety of dance elements to implement simple choreographic structures and principles to fulfill choreographic intent (e.g., select phrases for expansion into dance sequences) *Edit movement phrases by changing rhythm, tempo , dynamics, use of space</p>	<p>FA 12.3.1.b Creates a dance sequence that uses a variety of dance elements to implement simple choreographic structures and principles to fulfill choreographic intent (e.g., select phrases for expansion into dance sequences) *Edit movement phrases by changing rhythm, tempo , dynamics, use of space</p>
					<p>FA 12.3.1.d Manipulates movement ideas, choose from a variety of solutions to movement problems , and work with others to create choreography (e.g. create a group of work for peers) *Works may be based on an abstract concept such as time, or a concrete subject such as a personal experience</p>	<p>FA 12.3.1.d Manipulates movement ideas, choose from a variety of solutions to movement problems , and work with others to create choreography (e.g. create a group of work for peers) *Works may be based on an abstract concept such as time, or a concrete subject such as a personal experience</p>	<p>FA 12.3.1.d Manipulates movement ideas, choose from a variety of solutions to movement problems , and work with others to create choreography (e.g. create a group of work for peers) *Works may be based on an abstract concept such as time, or a concrete subject such as a personal experience</p>	<p>FA 12.3.1.d Manipulates movement ideas, choose from a variety of solutions to movement problems , and work with others to create choreography (e.g. create a group of work for peers) *Works may be based on an abstract concept such as time, or a concrete subject such as a personal experience</p>

NE K-12 Fine Arts Standards and Indicators: Dance  (continued)	FA S 5.3.2 Students will develop movement skills in dance.	FA S 8.3.2 Students will comprehend and demonstrate movement skills in dance.	FA S 8.3.2 Students will comprehend and demonstrate movement skills in dance.	FA S 8.3.2 Students will comprehend and demonstrate movement skills in dance.	FA 12.3.2 Students will apply movement skills in dance.	FA 12.3.2 Students will apply movement skills in dance.	FA 12.3.2 Students will apply movement skills in dance.	FA 12.3.2 Students will apply movement skills in dance.
	FA S 5.3.2.a Demonstrates whole body movements with flexibility and endurance to develop dance technique (e.g., execute exercises and combinations that build strength, awareness, coordination, and control) *Demonstrate and practice proper alignment , isolations, implement warm-up , cool-down routine	FA S 8.3.2.a Executes body movements with flexibility, endurance, strength, and accuracy to develop dance in technique (e.g., execute movement in a variety of dance forms with accuracy.) *Explore basic steps from a teacher-created list of dance forms. Teacher models and student demonstrates	FA S 8.3.2.a Executes body movements with flexibility, endurance, strength, and accuracy to develop dance in technique (e.g., execute movement in a variety of dance forms with accuracy.) *Explore basic steps from a teacher-created list of dance forms. Teacher models and student demonstrates	FA S 8.3.2.a Executes body movements with flexibility, endurance, strength, and accuracy to develop dance in technique (e.g., execute movement in a variety of dance forms with accuracy.) *Explore basic steps from a teacher-created list of dance forms. Teacher models and student demonstrates	FA 12.3.2.a Uses a variety of body movements with flexibility, endurance, strength, and proper alignment to develop form and execute extended sequences in a variety of dance forms with a high rate of accuracy)	FA 12.3.2.a Uses a variety of body movements with flexibility, endurance, strength, and proper alignment to develop form and execute extended sequences in a variety of dance forms with a high rate of accuracy)	FA 12.3.2.a Uses a variety of body movements with flexibility, endurance, strength, and proper alignment to develop form and execute extended sequences in a variety of dance forms with a high rate of accuracy)	FA 12.3.2.a Uses a variety of body movements with flexibility, endurance, strength, and proper alignment to develop form and execute extended sequences in a variety of dance forms with a high rate of accuracy)
	FA S 5.3.2.b Demonstrates ability to move rhythmically, explore levels in space, shift weight, with and without locomotion to perform dance (e.g., pli�, triplet, gallop, battement,	FA S 8.3.2.b Moves in varied rhythms, explore spatial orientations, and connect a series of dance moves with differing intentions as dictated by style, genre, or other influences (e.g.,	FA S 8.3.2.b Moves in varied rhythms, explore spatial orientations, and connect a series of dance moves with differing intentions as dictated by style, genre, or other influences (e.g.,	FA S 8.3.2.b Moves in varied rhythms, explore spatial orientations, and connect a series of dance moves with differing intentions as dictated by style, genre, or other influences (e.g.,	FA 12.3.2.b Applies time, space, weight, and flow to perform dance (e.g., use expressive musical phrases and dynamic control)	FA 12.3.2.b Applies time, space, weight, and flow to perform dance (e.g., use expressive musical phrases and dynamic control)	FA 12.3.2.b Applies time, space, weight, and flow to perform dance (e.g., use expressive musical phrases and dynamic control)	FA 12.3.2.b Applies time, space, weight, and flow to perform dance (e.g., use expressive musical phrases and dynamic control)

<p><b>NE K-12 Fine Arts Standards and Indicators: Dance</b>  (continued)</p>	<p>three-point turn, grapevine, lunge, balance *Incorporate arm movements and travel across the floor, combine in a small series, try with a variety of music</p>	<p>use rhythm, space, weight, flow to respond to various influences) *Connect step series and perform with differing intentions apropos to the style of outside influences</p>	<p>use rhythm, space, weight, flow to respond to various influences) *Connect step series and perform with differing intentions apropos to the style of outside influences</p>	<p>use rhythm, space, weight, flow to respond to various influences) *Connect step series and perform with differing intentions apropos to the style of outside influences</p>				
	<p>FA S 5.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to middle to high; leap, roll, and combine to a variety of rhythms (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance *Incorporate arm movements and travel across the floor, combine in a small series, try with a variety of rhythms</p>				<p>FA 12.3.2.c Recognizes differences and execute technical skills from a variety of dance styles such as ballet, modern, “release technique, West African, Afro-Haitian, jazz, hip-hop, rhythm tap, Broadway tap, flamenco, Broadway theater dance, Latin, ballroom)</p>	<p>FA 12.3.2.c Recognizes differences and execute technical skills from a variety of dance styles such as ballet, modern, “release technique, West African, Afro-Haitian, jazz, hip-hop, rhythm tap, Broadway tap, flamenco, Broadway theater dance, Latin, ballroom)</p>	<p>FA 12.3.2.c Recognizes differences and execute technical skills from a variety of dance styles such as ballet, modern, “release technique, West African, Afro-Haitian, jazz, hip-hop, rhythm tap, Broadway tap, flamenco, Broadway theater dance, Latin, ballroom)</p>	<p>FA 12.3.2.c Recognizes differences and execute technical skills from a variety of dance styles such as ballet, modern, “release technique, West African, Afro-Haitian, jazz, hip-hop, rhythm tap, Broadway tap, flamenco, Broadway theater dance, Latin, ballroom)</p>

<p><b>NE K-12 Fine Arts Standards and Indicators: Dance</b>  (continued)</p>	<p><b>FA S 5.3.3</b> <b>Students will employ proper etiquette to enhance dance performance.</b></p>	<p><b>FA S 8.3.3</b> <b>Students will understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance.</b></p>	<p><b>FA S 8.3.3</b> <b>Students will understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance.</b></p>	<p><b>FA S 8.3.3</b> <b>Students will understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance.</b></p>	<p><b>FA 12.3.3</b> <b>Students will understand how to apply performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance</b></p>	<p><b>FA 12.3.3</b> <b>Students will understand how to apply performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance</b></p>	<p><b>FA 12.3.3</b> <b>Students will understand how to apply performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance</b></p>	<p><b>FA 12.3.3</b> <b>Students will understand how to apply performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance</b></p>
	<p>FA S 5.3.3.a Demonstrates appropriate behaviors and etiquette to observe and perform dance (e.g., create a set of agreed-upon criteria to evaluate dance with teacher and peers.) *Invite a group to perform appropriate and inappropriate responses, discuss the differences</p>	<p>FA S 8.3.3.a Uses appropriate behaviors and etiquette to observe, create, and perform dance movements (e.g., reflect upon personal criteria to evaluate dance, and share in class discussion) *Use student self-reflection and peer assessment, implement evaluation skills</p>	<p>FA S 8.3.3.a Uses appropriate behaviors and etiquette to observe, create, and perform dance movements (e.g., reflect upon personal criteria to evaluate dance, and share in class discussion) *Use student self-reflection and peer assessment, implement evaluation skills</p>	<p>FA S 8.3.3.a Uses appropriate behaviors and etiquette to observe, create, and perform dance movements (e.g., reflect upon personal criteria to evaluate dance, and share in class discussion) *Use student self-reflection and peer assessment, implement evaluation skills</p>	<p>FA 12.3.3.a Applies appropriate behaviors and etiquette to observe, create, and perform dance (e.g., demonstrate safe practices for each genre , apply dance experience and knowledge, exhibit dance awareness) *Be respectful to the space, student, instructor and self</p>	<p>FA 12.3.3.a Applies appropriate behaviors and etiquette to observe, create, and perform dance (e.g., demonstrate safe practices for each genre , apply dance experience and knowledge, exhibit dance awareness) *Be respectful to the space, student, instructor and self</p>	<p>FA 12.3.3.a Applies appropriate behaviors and etiquette to observe, create, and perform dance (e.g., demonstrate safe practices for each genre , apply dance experience and knowledge, exhibit dance awareness) *Be respectful to the space, student, instructor and self</p>	<p>FA 12.3.3.a Applies appropriate behaviors and etiquette to observe, create, and perform dance (e.g., demonstrate safe practices for each genre , apply dance experience and knowledge, exhibit dance awareness) *Be respectful to the space, student, instructor and self</p>
		<p>FA S 8.3.3.b Identifies the impact of performance values of clarity, concentration, focus, and projection on dance performance (e.g., collaborate with peers for group work using</p>	<p>FA S 8.3.3.b Identifies the impact of performance values of clarity, concentration, focus, and projection on dance performance (e.g., collaborate with peers for group work using</p>	<p>FA S 8.3.3.b Identifies the impact of performance values of clarity, concentration, focus, and projection on dance performance (e.g., collaborate with peers for group work using</p>				

<p><b>NE K-12 Fine Arts Standards and Indicators: Dance</b></p> <p>(continued)</p>		<p>learned movement materials) *Feedback from an informed outside source on performance values, create an action plan on given feedback, learn how to take constructive criticism</p>	<p>learned movement materials) *Feedback from an informed outside source on performance values, create an action plan on given feedback, learn how to take constructive criticism</p>	<p>learned movement materials) *Feedback from an informed outside source on performance values, create an action plan on given feedback, learn how to take constructive criticism</p>				
					<p><b>FA 12.3.4</b> Students will apply critical thinking skills to analyze and evaluate dance.</p>	<p><b>FA 12.3.4</b> Students will apply critical thinking skills to analyze and evaluate dance.</p>	<p><b>FA 12.3.4</b> Students will apply critical thinking skills to analyze and evaluate dance.</p>	<p><b>FA 12.3.4</b> Students will apply critical thinking skills to analyze and evaluate dance.</p>
					<p><b>FA 12.3.4.a</b> Uses accurate dance terminology to describe how elements of movement and choreographic structure are used to communicate ideas in dance (e.g., use written and verbal expression to analyze dance in response to dance observation, creation, and performance</p>	<p><b>FA 12.3.4.a</b> Uses accurate dance terminology to describe how elements of movement and choreographic structure are used to communicate ideas in dance (e.g., use written and verbal expression to analyze dance in response to dance observation, creation, and performance</p>	<p><b>FA 12.3.4.a</b> Uses accurate dance terminology to describe how elements of movement and choreographic structure are used to communicate ideas in dance (e.g., use written and verbal expression to analyze dance in response to dance observation, creation, and performance</p>	<p><b>FA 12.3.4.a</b> Uses accurate dance terminology to describe how elements of movement and choreographic structure are used to communicate ideas in dance (e.g., use written and verbal expression to analyze dance in response to dance observation, creation, and performance</p>

<p><b>NE K-12 Fine Arts Standards and Indicators: Dance</b>  (continued)</p>	<p><b>FA S 5.3.5</b> <b>Students will identify cultural and interdisciplinary connections with dance.</b></p>	<p><b>FA S 8.3.5</b> <b>Students will understand cultural, interdisciplinary, and historical connections to dance.</b></p>	<p><b>FA S 8.3.5</b> <b>Students will understand cultural, interdisciplinary, and historical connections to dance.</b></p>	<p><b>FA S 8.3.5</b> <b>Students will understand cultural, interdisciplinary, and historical connections to dance.</b></p>	<p><b>FA 12.3.5</b> <b>Students will apply cultural, interdisciplinary, and historical connections with dance.</b></p>	<p><b>FA 12.3.5</b> <b>Students will apply cultural, interdisciplinary, and historical connections with dance.</b></p>	<p><b>FA 12.3.5</b> <b>Students will apply cultural, interdisciplinary, and historical connections with dance.</b></p>	<p><b>FA 12.3.5</b> <b>Students will apply cultural, interdisciplinary, and historical connections with dance.</b></p>
	<p>FA S 5.3.5.a Uses dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture) *Learn a dance from one’s heritage and teach it to the class, explain when and by whom the dance is performed, and the cultural significance</p>							
		<p>FA S 8.3.5.b Analyzes how other arts and academic disciplines are integrated into dance creation and performance (e.g., recognize who, what, when, where, why, and</p>	<p>FA S 8.3.5.b Analyzes how other arts and academic disciplines are integrated into dance creation and performance (e.g., recognize who, what, when, where, why, and</p>	<p>FA S 8.3.5.b Analyzes how other arts and academic disciplines are integrated into dance creation and performance (e.g., recognize who, what, when, where, why, and</p>				

<p><b>NE K-12 Fine Arts Standards and Indicators: Dance</b></p> <p>(continued)</p>		<p>how it connects to other disciplines when creating dance pieces) *Discuss technical elements (e.g., costume, set, lighting) that convey the “givens” of a piece of literature</p>	<p>how it connects to other disciplines when creating dance pieces) *Discuss technical elements (e.g., costume, set, lighting) that convey the “givens” of a piece of literature</p>	<p>how it connects to other disciplines when creating dance pieces) *Discuss technical elements (e.g., costume, set, lighting) that convey the “givens” of a piece of literature</p>				
		<p>FA S 8.3.5.c Understands how dance has the ability to enhance physical and emotional health (e.g., recognize shifting moods and the ways dance can help explore and move through them) *Create a dance describing an emotion</p>	<p>FA S 8.3.5.c Understands how dance has the ability to enhance physical and emotional health (e.g., recognize shifting moods and the ways dance can help explore and move through them) *Create a dance describing an emotion</p>	<p>FA S 8.3.5.c Understands how dance has the ability to enhance physical and emotional health (e.g., recognize shifting moods and the ways dance can help explore and move through them) *Create a dance describing an emotion</p>	<p>FA 12.3.5.c Applies health and nutrition to enhance dance ability (e.g., set goals for healthy behaviors that may enhance dance experiences) *Investigate bodywork practices (e.g., yoga) that may remain lifelong pursuits</p>	<p>FA 12.3.5.c Applies health and nutrition to enhance dance ability (e.g., set goals for healthy behaviors that may enhance dance experiences) *Investigate bodywork practices (e.g., yoga) that may remain lifelong pursuits</p>	<p>FA 12.3.5.c Applies health and nutrition to enhance dance ability (e.g., set goals for healthy behaviors that may enhance dance experiences) *Investigate bodywork practices (e.g., yoga) that may remain lifelong pursuits</p>	<p>FA 12.3.5.c Applies health and nutrition to enhance dance ability (e.g., set goals for healthy behaviors that may enhance dance experiences) *Investigate bodywork practices (e.g., yoga) that may remain lifelong pursuits</p>

Course	Grade 5 Physical Education	Grade 6 Physical Education 6	Grade 7 Physical Education 7	Grade 8 Physical Education 8	Grade 9 Physical Education Course Options	Grade 10 Physical Education Course Options	Grade 11 Physical Education Course Options	Grade 12 Physical Education Course Options
					Sport Skills & Fitness  Cross Training I  Cross Training II  Intro to Aquatics  Aquatics  Sport Officiating  Athletic Training and Sports Injury	Sport Skills & Fitness  Cross Training I  Cross Training II  Intro to Aquatics  Aquatics  Sport Officiating  Weight Training I  Weight Training II  Lifeguard Training  Advanced Performance  Athletic Training and Sports Injury	Sport Skills & Fitness  Cross Training I  Cross Training II  Intro to Aquatics  Aquatics  Sport Officiating  Weight Training I  Weight Training II  Lifeguard Training  Advanced Performance  Lifetime Fitness  Athletic Training and Sports Injury  Athletic Training and Sports Injuries Internship	Sport Skills & Fitness  Cross Training I  Cross Training II  Intro to Aquatics  Aquatics  Sport Officiating  Weight Training I  Weight Training II  Lifeguard Training  Advanced Performance  Lifetime Fitness  Athletic Training and Sports Injury  Athletic Training and Sports Injuries Internship



## Appendix

6-8 Proposed Course Descriptions.....	106
9-12 Restructured, Redesigned and Proposed Course Name Changes.....	107
9-12 Courses Reviewed and Determined to Remain with Curriculum Updates .....	109
9-12 Physical Education Flow Chart .....	110
9-12 Restructured, Redesigned and Proposed Courses, Course Name Changes and Revised Course Descriptions .....	111
9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Course Descriptions .....	114



## 9-12 Restructured, Redesigned and Proposed Course Name Changes

Previous Course	Proposed or Redesigned Course	Standards/Rationale/Impact
<b>Sport Skills and Fitness</b> <ul style="list-style-type: none"> <li>• 9-12th grade</li> <li>• 5 credits</li> </ul>	<b>Sport Skills and Fitness</b> <ul style="list-style-type: none"> <li>• 9-12th grade</li> <li>• 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporation of nutrition, aligning with PE National Standards</li> </ul>
<b>Cross Training I</b> <ul style="list-style-type: none"> <li>• 9-12th grade</li> <li>• 5 credits</li> </ul>	<b>Cross Training I</b> <ul style="list-style-type: none"> <li>• 9-12th grade</li> <li>• 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporation of nutrition, aligning with PE National Standards</li> <li>• Incorporation of dance, aligning with PE National Standards and Nebraska Fine Arts Dance Standards</li> </ul>
<b>Cross Training II</b> <ul style="list-style-type: none"> <li>• Prerequisite: Cross Training I</li> <li>• 5 credits</li> </ul>	<b>Cross Training II</b> <ul style="list-style-type: none"> <li>• Prerequisite: Cross Training I</li> <li>• 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporation of nutrition, aligning with PE National Standards</li> <li>• Incorporation of dance, aligning with PE National Standards and Nebraska Fine Arts Dance Standards</li> </ul>
<b>Lifetime Fitness</b> <ul style="list-style-type: none"> <li>• 11-12th grade</li> <li>• 5 credits</li> </ul>	<b>Lifetime Fitness</b> <ul style="list-style-type: none"> <li>• 11-12th grade</li> <li>• 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporation of nutrition, aligning with PE National Standards</li> <li>• Less focus on field trips</li> </ul>
<b>Weight Training I</b> <ul style="list-style-type: none"> <li>• 10-12th grade</li> <li>• 5 credits</li> </ul>	<b>Weight Training &amp; Conditioning I</b> <ul style="list-style-type: none"> <li>• 10-12th grade</li> <li>• 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Name change adding emphasis on conditioning</li> <li>• Incorporation of nutrition, aligning with PE National Standards</li> </ul>
<b>Weight Training II</b> <ul style="list-style-type: none"> <li>• Prerequisite: Weight Training I</li> <li>• 5 credits</li> </ul>	<b>Weight Training &amp; Conditioning II</b> <ul style="list-style-type: none"> <li>• Prerequisite: Weight Training &amp; Conditioning I</li> <li>• 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Name change adding emphasis on conditioning</li> <li>• Incorporation of nutrition, aligning with PE National Standards</li> </ul>
<b>Introduction to Aquatics</b> <ul style="list-style-type: none"> <li>• 9-12th grade</li> <li>• 5 credits</li> </ul>	<b>Introduction to Aquatics</b> <ul style="list-style-type: none"> <li>• 9-12th grade</li> <li>• 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporation of nutrition, aligning with PE National Standards</li> <li>• Incorporation further of water aerobics, aligning with PE National Standards, Nebraska Fine Arts Dance Standards, and the American Red Cross</li> </ul>
<b>Lifeguard Training</b> <ul style="list-style-type: none"> <li>• 10-12th grade</li> <li>• 5 credits</li> </ul>	<b>Lifeguard Training</b> <ul style="list-style-type: none"> <li>• Prerequisite: Aquatics</li> <li>• 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Prerequisite added for safety, while ensuring students meet pre-test entry standards</li> </ul>

<p><b>Fitness Swimming</b></p> <ul style="list-style-type: none"> <li>• 9-12th grade</li> <li>• 5 credits</li> </ul>	<p><b>Aquatics</b></p> <ul style="list-style-type: none"> <li>• 9-12th grade</li> <li>• 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Name change indicates concise alignment with Introduction to Aquatics</li> <li>• Incorporation of nutrition, aligning with PE National Standards</li> <li>• Incorporation further of water aerobics, aligning with PE National Standards, Nebraska Fine Arts Dance Standards, and the American Red Cross</li> </ul>
<p><b>Advanced Performance</b></p> <ul style="list-style-type: none"> <li>• Prerequisite: complete two of the following- Weight Training I or II, Cross Training I or II</li> <li>• 5 credits</li> </ul>	<p><b>Advanced Performance</b></p> <ul style="list-style-type: none"> <li>• Prerequisite: Weight Training &amp; Conditioning II</li> <li>• 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Prerequisite changed to ensure students are prepared for course focus on weight training and conditioning</li> </ul>
<p><b>Sport Officiating</b></p> <ul style="list-style-type: none"> <li>• Prerequisite: Sport Skills and Fitness or Lifetime Fitness</li> <li>• 5 credits</li> </ul>	<p><b>Sport Officiating</b></p> <ul style="list-style-type: none"> <li>• Prerequisite: Sport Skills and Fitness or Lifetime Fitness</li> <li>• 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• FitnessGram testing included for alignment with PE National Standards</li> </ul>

## 9-12 Courses Reviewed and Determined to Remain with Curriculum Updates

Previous Course	Proposed or Redesigned Course	Standards/Rationale/Impact
<b>Athletic Training &amp; Sports Injury</b> <ul style="list-style-type: none"> <li>• 9-12th grade</li> <li>• 5 credits</li> </ul>	<b>Athletic Training &amp; Sports Injury</b> <ul style="list-style-type: none"> <li>• 9-12th grade</li> <li>• 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Continued alignment with the Athletic Training &amp; Sports Injury Internship course, while meeting state and national standards</li> </ul>
<b>Athletic Training &amp; Sports Injury Internship</b> <ul style="list-style-type: none"> <li>• Prerequisite: Athletic Training &amp; Sports Injury</li> <li>• 11-12th grade</li> <li>• 5 credits</li> </ul>	<b>Athletic Training &amp; Sports Injury Internship</b> <ul style="list-style-type: none"> <li>• Prerequisite: Athletic Training &amp; Sports Injury</li> <li>• 11-12th grade</li> <li>• 5 credits</li> </ul>	<ul style="list-style-type: none"> <li>• Continued alignment with UNO curriculum, while meeting state and national standards</li> </ul>

## 9-12 Physical Education Flow Chart

The Physical Education requirement for graduation is 15 credit hours. The courses listed below are all the offerings in physical education, with each course worth 5 credits. In order for students to experience diverse physical activities, Physical Education courses can only be taken once to meet the required 15 credits towards graduation.

Once the 15 credits towards graduation are completed, Cross Training II, Weight Training II, Fitness Swimming, and Advanced Performance may be repeated for elective credit (pending available space).

9 <sup>th</sup> Grade Offerings	10 <sup>th</sup> Grade Offerings	11 <sup>th</sup> & 12 Grade Offerings
0800 Sport Skills & Fitness	0800 Sport Skills & Fitness	0800 Sport Skills & Fitness
0801 Cross Training I	0801 Cross Training I	0801 Cross Training I
0802 Cross Training II	0802 Cross Training II	0802 Cross Training II
0808 Intro to Aquatics	0805 Weight Training I	0803 Lifetime Fitness
0810 Aquatics	0806 Weight Training II	0805 Weight Training I
0814 Athletic Training and Sports Injury * *elective credit only	0808 Intro to Aquatics	0806 Weight Training II
0817 Sport Officiating	0809 Lifeguard Training	0808 Intro to Aquatics
	0810 Aquatics	0809 Lifeguard Training
	0816 Advanced Performance	0810 Aquatics
	0814 Athletic Training and Sports Injury * *elective credit only	0814 Athletic Training and Sports Injury * *elective credit only
	0817 Sport Officiating	0815 Athletic Training and Sports Injuries Internship* *elective credit only
		0816 Advanced Performance
		0817 Sport Officiating

## 9-12 Restructured, Redesigned, Proposed Course Name Changes and Revised Course Descriptions

### 0800 SPORT SKILLS AND FITNESS

**5 Credits**

**Description:** Students will engage in lifelong individual/team activities, while learning about the importance of fitness, nutrition, and exercise. Class activities last between 5 to 10 class periods. This course fulfills the Physical Education Graduation Requirement.

**Prerequisites:** None

Activities:

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. Softball                    | 6. Volleyball                     |
| 2. Soccer                      | 7. Weight Training & Conditioning |
| 3. Badminton                   | 8. Football                       |
| 4. Basketball                  | 9. Fitness Knowledge/FitnessGram  |
| 5. Tennis/Pickleball/Ping Pong | 10. Nutrition                     |

Optional Enrichment Activities:

1. Floor hockey
2. Swimming/Aquatic Activities (Pending instructor ARC certification and pool space availability)

### 0801 CROSS TRAINING I

**5 Credits**

**Description:** Students will learn about nutrition and fitness lifestyle concepts, while participating in aerobic/anaerobic exercise. These activities use continuous movement for a determined amount of time. This course fulfills the Physical Education Graduation Requirement.

**Prerequisites:** None

Activities:

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1. Aerobic Dance                   | 6. Power Walking                 |
| 2. Bench/Step Aerobics             | 7. Literature in Healthy Living  |
| 3. Circuit/Station/Weight Training | 8. Fitness Knowledge/FitnessGram |
| 4. Fitness Concepts                | 9. Nutrition                     |
| 5. Jogging                         | 10. Dance/Rhythmic Movement      |

Optional Enrichment Activities:

1. Core strengthening activities
2. Swimming/Aquatic Activities (Pending instructor ARC certification and pool availability)

### 0802 CROSS TRAINING II

**5 Credits**

**Description:** Students will build and expand their knowledge based on the learning experience gained from Cross Training I. Cross Training II may be repeated for elective credit after the required 15 credit Physical Education Graduation Requirement has been met and space is available.

**Prerequisites:** Cross Training I. Once the 15 credits towards graduation are completed, Cross Training II may be taken for elective credit (pending available space).

Activities:

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1. Aerobic Dance                   | 6. Power Walking                 |
| 2. Bench/Step Aerobics             | 7. Literature in Healthy Living  |
| 3. Circuit/Station/Weight Training | 8. Fitness Knowledge/FitnessGram |
| 4. Fitness Concepts                | 9. Nutrition                     |
| 5. Jogging                         | 10. Dance/Rhythmic Movement      |

Optional Enrichment Activities:

1. Core strengthening activities
2. Swimming/Aquatic Activities (Pending instructor ARC certification and pool availability)

**0803 LIFETIME FITNESS****11-12****5 Credits**

**Description:** Students will develop a personal fitness and wellness plan while learning skills necessary to participate in leisure-type activities. These experiences will make the student aware of the importance of nutrition and exercise in achieving a healthy lifestyle. Lifestyle fitness concepts will be taught in the classroom on an alternating basis along with lifetime sport activities. This course fulfills the Physical Education Graduation Requirement.

**Prerequisites:** None

## Activities:

- |                     |                                     |
|---------------------|-------------------------------------|
| 1. Badminton        | 8. Volleyball                       |
| 2. Golf             | 9. Softball                         |
| 3. Tennis           | 10. Wellness Activities             |
| 4. Fitness Exercise | 11. Pickelball                      |
| 5. Soccer           | 12. Flag Football/Ultimate Football |
| 6. Ultimate Frisbee | 13. Fitness Knowledge/FitnessGram   |
| 7. Basketball       | 14. Nutrition                       |

Optional Enrichment Activities: off campus experiences only with permission from the building principal:

- |   |                    |
|---|--------------------|
| 1. Frisbee golf   | 8. Bowling         |
| 2. Roller skating/laser runner  | 9. Roller hockey   |
| 3. Floor hockey   | 10. Ice skating    |
| 4. Rock climbing/rappelling   | 11. Batting cages  |
| 5. Ping Pong  | 12. Guest speakers |
| 6. Fitness/Health centers/Weight room   |                    |
| 7. Swimming/Aquatic Activities (Pending instructor ARC certification and pool availability) |                    |

**0805 WEIGHT TRAINING & CONDITIONING I****10-12****5 Credits**

**Description:** Students will be introduced to weight training. Emphasis will be placed on safety, introduction of proper lifting techniques, establishing workout routines and record keeping, while lifting appropriate loads and doing conditioning activities. Both free weights and universal gym weights will be used. Enrollment is limited to one semester. This course fulfills the Physical Education Graduation Requirement.

**Prerequisites:** None

## Activities:

- |  |   |
|--|---|
| 1. Introduce weight lifting exercises                  | 6. Use free weights and universal gym weights |
| 2. Introduce and develop proper lifting techniques     | 7. Conditioning activities                    |
| 3. Introduce and establish workout routines            | 8. Fitness Knowledge/FitnessGram              |
| 4. Introduce physiological and kinesiological concepts | 9. Nutrition                                  |
| 5. Introduce weight training principles                |   |

**0806 WEIGHT TRAINING & CONDITIONING II****10-12****5 Credits**

**Description:** Students will expand on learning experiences gained from Weight Training I. Weight Training II may be repeated for elective credit after the required 15 credit Physical Education Graduation Requirement has been met and space is available.

**Prerequisites:** Weight Training I. Once the 15 credits towards graduation are completed, Weight Training II may be taken for elective credit (pending available space).

## Activities:

- |  |   |
|--|---|
| 1. Introduce advanced weight lifting exercises           | 6. Use free weights and universal gym weights |
| 2. Improve on proper lifting techniques                  | 7. Conditioning activities                    |
| 3. Develop, assess, and select advanced workout routines | 8. Fitness Knowledge/FitnessGram              |
| 4. Apply physiological and kinesiological concepts       | 9. Nutrition                                  |
| 5. Apply advanced weight training principles             |   |



**0808 INTRODUCTION TO AQUATICS****5 Credits**

**Description:** Students who are novice swimmers and will learn basic swimming strokes and water safety skills. This course fulfills the Physical Education Graduation Requirement.

**Prerequisites:** Students are required to furnish their own towel and swim suit. They should have the ability to dive into deep water. Students should be able to swim the length of the pool non-stop using the crawl stroke, breast stroke, or back stroke.

Activities:

- |                                      |                   |
|--------------------------------------|-------------------|
| 1. Basic Water Safety Skills         | 4. Water Sports   |
| 2. Basic Swimming Strokes and Skills | 5. Water Aerobics |
| 3. Community Water Safety            | 6. Nutrition      |

**0809 LIFEGUARD TRAINING****10-12****5 Credits**

**Description:** Students who are advanced swimmers will follow the program designed by the American Red Cross. Students who successfully complete this class may qualify to receive the Red Cross Certification in Lifeguard Training, First Aid & CPR for the Professional Rescuer. This course fulfills the Physical Education Graduation Requirement.

**Prerequisites:** Aquatics; Students are required to furnish their own towel, swim suit, and CPR mouth guard (BOE Rule 6750.1); be 15 years of age on or before the beginning of the course, swim 500 yards continuously using each of the following strokes for at least 50 yards (crawl, breaststroke, and sidestroke), surface dive to a minimum depth of nine feet and bring a 10-pound diving brick to the surface, surface dive to a minimum depth of five feet and swim underwater a minimum of 15 yards, and tread water for one minute without the use of arms.

Activities:

- |                       |                      |
|-----------------------|----------------------|
| 1. Advanced Swimming  | 3. Water Safety      |
| 2. Lifeguard Training | 4. First Aid and CPR |

**0810 AQUATICS****5 Credits**

**Description:** Students who are advanced swimmers will learn the benefits of fitness swimming and its effect on lifetime health. Major emphasis will be on safety, hydrodynamics and fitness concepts. This course fulfills the Physical Education Graduation Requirement.

**Prerequisites:** Students must be able to swim 500 yards continuously using the crawl stroke, backstroke and breaststroke in any combination. Students are required to furnish their own towel and swim suit. Once the 15 credits towards graduation are completed, Aquatics may be repeated for elective credit (pending available space).

Activities:

- |                                |                           |
|--------------------------------|---------------------------|
| 1. Fitness Programming         | 5. Water Aerobics         |
| 2. Training Concepts           | 6. Community Water Safety |
| 3. Hydrodynamic Concepts       | 7. Community CPR          |
| 4. Fitness Swimming Activities | 8. Nutrition              |

**0816 ADVANCED PERFORMANCE****5 Credits**

**Description:** Designed for the highly motivated student interested in learning about advanced performance training, this class will help build potential health and fitness career opportunities and knowledge of those careers. Focus is on incorporating intense training techniques, nutrition, goal setting and research in the area of exercise science. Students will also participate in FitnessGram and develop a fitness and wellness plan.

**Prerequisites:** Weight Training II or Cross Training II. Once the 15 credits towards graduation are completed, Advanced Performance may be taken for elective credit (pending available space).

**0817 SPORT OFFICIATING****5 Credits**

**Description:** Students will gain the knowledge and experience necessary to become an official in a variety of major sports including, but not limited to, basketball, football, volleyball, baseball, softball and soccer.

Coursework will include classroom activities, exercise, field experiences, guest speakers and video lessons.

Upon successful completion of this course, students interested in employment with youth organizations or the NSAA may pursue these activities at their own discretion. Students will participate in FitnessGram. This course fulfills the Physical Education Graduation Requirement.

**Prerequisites:** Sport Skills and Fitness or Lifetime Fitness

## **9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Revised Course Descriptions**

### **0814 ATHLETIC TRAINING AND SPORTS INJURY**

**5 Credits**

**Description:** Students will learn about athletic training and the health care of the athlete. The primary focus of study will revolve around the prevention, recognition, treatment, and rehabilitation of injuries caused during physical activity or athletics. Basic knowledge of anatomy and physiology, emergency first aid, and the discussion of a variety of athletic injuries will be discussed in the traditional classroom format. In addition, students will gain hands-on experience in laboratory activities that include taping techniques, splinting methods, the use and principles of common modalities used to treat athletic injuries, as well as basic principles applied in the rehabilitation of injuries. **This course is for elective credit only and does not fulfill the 15-credit Physical Education Graduation Requirement.**

**Prerequisites:** None

### **0815 ATHLETIC TRAINING AND SPORTS INJURIES INTERNSHIP**


**11-12**

**10 Credits**

**Description:** The Athletic Training and Sports Injuries Internship is designed as a mutually beneficial experience for Millard Athletic Training students and the high school. Athletic Training students volunteer their athletic training and first aid skills as support to a variety of sports activities. This coordination would take place with the head athletic trainer and various sports teams/organizations. The experience would enhance the athletic training students' skills while providing an important health care service. Students will be required to complete 80 hours of community service (within and/or out of school.) This course may be offered for Dual Enrollment (college credit) through UNO. **This course is for elective credit only and does not fulfill the 15-credit Physical Education Graduation Requirement.**

**Prerequisites:** 0814 Athletic Training and Sports Injury; students are required to be actively involved in the Student Athletic Trainer program while enrolled in this course.

**AGENDA SUMMARY SHEET**

<b>AGENDA ITEM:</b>	Approval of the PK-12 Mathematics Framework: Part II Textbook/Instructional Materials Selection
<b>MEETING DATE:</b>	June 6, 2016
<b>DEPARTMENT:</b>	Educational Services
<b>TITLE:</b>	PK-12 Mathematics Framework: Part II Textbook/Instructional Materials Selection
<b>BRIEF DESCRIPTION:</b>	<p>The PK-12 Mathematics Framework: Part II Textbook/Instructional Materials Selection is being presented for approval. Included in this portion of the framework is:</p> <ul style="list-style-type: none"> <li>• An adjusted Timeline of Developmental Events due to the ability to purchase all course textbooks</li> <li>• The addition of the Selected Course Materials approved by the Board of Education on February 15, 2016, within the matrix document</li> <li>• The adjustment of the data analysis concepts from Geometry to Algebra II to better align with other topics within Algebra II, thus allowing more exploration and analysis within Geometry, which impacted some standards, indicators and course descriptions</li> <li>• The adjustment of the High School Mathematics Course Offerings Flowchart to include the current practice of choice between two courses based on student success within prior courses.</li> </ul>
<b>ACTION DESIRED:</b>	<u>  X  </u> Approval
<b>BACKGROUND:</b>	The PK-12 Mathematics Framework: Part II is being presented for approval following the work done since the revised PK-12 Mathematics Framework: Part I was approved by the Board of Education on November 2, 2015, and with the Board of Education approval of PK-12 Textbook/Instructional Materials Selection on February 15, 2016.
<b>RECOMMENDATIONS:</b>	Recommend approval of the PK-12 Mathematics Framework: Part II Textbook/Instructional Materials Selection
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>TIMELINE:</b>	Implementation August 2016
<b>RESPONSIBLE PERSON(S):</b>	Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, Tami Fierstein, and Matt Scott
<b>SUPERINTENDENT'S APPROVAL:</b>	
<b>BOARD ACTION:</b>	

# PK – 12

# Mathematics Framework

Part I: PK-12

July 6, 2015

November 2, 2015 *Revised*

Part II: Textbook/Instructional

Materials Selection

June 6, 2016



# **Millard Public Schools**

## **Millard Board of Education**

**Dave Anderson**

**Mike Kennedy**

**Paul Meyer**

**Mike Pate**

**Linda Poole**

**Pat Ricketts**

**Jim Sutfin, Ed.D., Superintendent**

### **Notice of Non-Discrimination**

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

## Table of Contents

Millard Public Schools Mission and Beliefs.....	1
Millard Essential Learner Outcomes.....	2
PK-12 Mathematics Teaching & Learning Philosophy .....	3
PK-12 Mathematics Curriculum Planning Committee Members .....	4
PK-12 Mathematics Community Focus Group.....	4
PK-12 Mathematics Instructional Materials Evaluation Committee Members .....	5
Timeline for Millard Education Program: PK-12 Mathematics .....	7
Introduction to PK-12 Mathematics Matrix.....	8
PK-5 Mathematics Matrix .....	10
<a href="#">PK-5 Mathematics Matrix: Course Materials.....</a>	<a href="#">39</a>
6-11 Mathematics Matrix .....	40
<a href="#">6-11 Mathematics Matrix: Course Materials.....</a>	<a href="#">60</a>
Advanced Mathematics Topics Matrix .....	61
<a href="#">Advanced Mathematics Topics Matrix: Course Materials .....</a>	<a href="#">69</a>
Appendix.....	<a href="#">70</a>
Nebraska Mathematics Processes.....	<a href="#">71</a>
PK-12 Mathematics Instructional Best Practices .....	<a href="#">72</a>
Millard Public Schools PK-12 Enduring Understandings and Essential Questions.....	<a href="#">74</a>
High School Mathematics Course Offerings Flowchart.....	<a href="#">75</a>
Course Descriptions for Renamed Courses .....	<a href="#">76</a>
Course Descriptions: Elementary.....	<a href="#">77</a>
Course Descriptions: Middle School.....	<a href="#">78</a>
Course Descriptions: High School .....	<a href="#">79</a>

## **Millard Public Schools Mission and Beliefs**

### **Millard Public Schools Mission**

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

### **Millard Public Schools Beliefs**

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and engaged citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

The Essential Learner Outcomes of the Millard Public Schools are the following:

**MILLARD ESSENTIAL LEARNER OUTCOMES**

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·
- FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·
- CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·
- COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY

---

**ACADEMIC SKILLS AND APPLICATIONS**

---

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

**LANGUAGE ARTS**

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will learn and apply writing skills and strategies to communicate.
- Students will develop and apply appropriate speaking, and listening skills and strategies to communicate for a variety of purposes.
- Students will apply information fluency and practice digital citizenship.

**MATHEMATICS**

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

**SCIENCE**

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

**SOCIAL STUDIES**

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

**FINANCIAL WELL-BEING**

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

**HUMAN RELATIONS**

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

**TECHNOLOGY**

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

**FINE AND PERFORMING ARTS**

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

---

**PERSONAL DEVELOPMENT AND WELL-BEING**

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

---

**COLLEGE AND CAREER READINESS SKILLS**

---

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

**CRITICAL THINKING AND PROBLEM-SOLVING SKILLS**

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

**CREATIVITY AND INNOVATION**

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

**COLLABORATION AND TEAMWORK**

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

**CITIZENSHIP AND PERSONAL RESPONSIBILITY**

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,

March 2, 2009; March 1, 2010; April 18, 2011;

August 19, 2013; November 3, 2014

Millard Public Schools  
Omaha, Nebraska



### **PK-12 Mathematics Teaching & Learning Philosophy**

The MPS PK-12 Mathematics Department, a group of persistent, professional educators, believes students must be collaborative, life-long learners in the field of mathematics. Students will engage and persevere in productive struggle, justify ideas, and proficiently use math tools to critically think about, make sense of, and provide solutions to problems in a global society.

#### **We believe:**

- Change is a necessity.
- Students cultivate productive mathematics dispositions and growth mindsets through positive adult and peer models, opportunities to constructively struggle, and appropriate supports.
- Students must be able to use mathematical tools (e.g. technology, models) as an aid to demonstrate proficiency.
- Students must be able to communicate and justify mathematical ideas with precise vocabulary and representations.
- High expectations and rigorous instruction will be established and maintained in order to support individual student growth.
- Engaging and involving all stakeholders expands students' understanding of mathematics and makes learning mathematics relevant.
- Effective mathematics teaching and learning involves developing conceptual understanding and procedural fluency in a student-centered learning environment.
- Equipping teaching professionals with the instructional tools and learning experiences to foster rigorous, effective mathematics learning is worth the investment.

The PK-12 Mathematics Philosophy and beliefs are supported by research from various entities, including the National Council of Teachers of Mathematics (NCTM). Instructional best practices are central to reifying our district mission and the rigorous standards and coursework set forth in this framework; therefore, practitioners will implement the following instructional practices (NCTM, 2014):

- Establish mathematics goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Use and connect mathematical representations
- Facilitate meaningful mathematical discourse
- Pose purposeful questions
- Build procedural fluency from conceptual understanding
- Support productive struggle in learning mathematics
- Elicit and use evidence of student thinking

<b>Name</b>	<b>Grade Level/Course/Position</b>	<b>Building</b>
Lori Bartels	Elementary Special Education Coordinator	Don Stroh Administration Center
Jennifer Carson	Assistant Principal	Russell Middle School
Missy Croom	First Grade	Norris Elementary School
Pam D'Amour	English Language Learner	Sandoz Elementary School
Nichol Dolezal	Second Grade	Abbott Elementary School
Bill Eich	Geo/Alg II: Foundations 3 & Geometry	Horizon High School
Alicia Feist	Principal	Montclair Elementary School
Kristie Fuhr	Preschool	Norris Elementary School
Jane Fulton	Seventh Grade	Andersen Middle School
Katie Garth	Preschool	Montclair Elementary School
Larry (JR) Goodenough	Eighth Grade	Russell Middle School
Skip Hanlon	Principal	Ackerman Elementary School
Aaron Harding	PreCalculus & IB	North High School
Susan Keogh	Fourth Grade	Willowdale Elementary School
Cheris Kite	Kindergarten	Neihardt Elementary School
Karen Kneifl	Algebra II Honors & AP Calculus	West High School
Christine Koehn *	Third Grade	Norris Elementary School
Candy List	Building Interventionist	Andersen Middle School
Tassie Little	Eighth Grade	Beadle Middle School
Susan Marlatt	Assistant Principal	North High School
Becky Mertins	Third Grade	Neihardt Elementary School
Jean Noel	First Grade	Sandoz Elementary School
Jenn Nicholson	Fifth Grade	Holling Heights Elementary School
Jennifer Parker	Sixth Grade	North Middle School
Amanda Scott	Algebra & Geometry	North High School
Michelle Slaughter	Second Grade	Ezra Elementary School
Megan Smith	College Prep Math, PreCalculus	West High School
Phill Smith	Seventh Grade	Kiewit Middle School
Kent Stetson	Special Education Resource	Central Middle School
Courtney Stevens	Fifth Grade	Abbott Elementary School
Sarah Sturgeon	Algebra I & Algebra II	West High School
Joe Vonderhaar	Fifth Grade	Disney Elementary School
Cami Warneke	AP Statistics	South High School
Tait Whorlow	Algebra II	South High School
Kerri White	Kindergarten	Wheeler Elementary School

Under the facilitation of Janet Cook, Ed.D., Secondary Curriculum and Instruction MEP Facilitator and Matt Scott, Elementary Curriculum and Instruction MEP Facilitator. In consultation with Angela Peterson, Secondary District Interventionist, Julia Siniard, Elementary District Interventionist, Andy DeFreece, Director of Elementary and Early Childhood Education, and Nancy Johnston, Ed.D., Director of Secondary Education.

\* Christine Koehn served on the Nebraska Department of Education Mathematics Framework Committee.

**PK-12 Mathematics Community Focus Group**

Andy DeFreece	Parent
Mindy Stetson	Health Care Representative
Amy Streckfuss	Parent
Jim Vyhldal	Community Partner: Tri-V Tool & Manufacturing Company

Under the facilitation of Janet Cook, Ed.D., Secondary Curriculum and Instruction MEP Facilitator and Matt Scott, Elementary Curriculum and Instruction MEP Facilitator.

## PK-12 Mathematics Instructional Materials Evaluation Committee Members

<b>Staff Member</b>	<b>Grade Level/Course/Position</b>	<b>Building</b>
Danae Albers	Kindergarten	Montclair Elementary
Lori Bartels	Elementary Special Education Coordinator	Don Stroh Administration Center
Eric Benzel	Eighth Grade	Central Middle School
Sara Bivens	First Grade	Reagan Elementary
Sara Bonn	Algebra II	South High School
Pam Brennan	Special Education Program Facilitator	Ron Witt Support Services Center
Heather Bruntz	Sixth Grade	Kiewit Middle School
Karen Coates	Special Education	North Middle School
Amy Delehant	Algebra II	West High School
Bert Deremer	Principal	Ezra Elementary School
Jean Determan	Advanced Placement & Honors Courses	South High School
Pat Edwards	Seventh Grade	Andersen Middle School
Annie Essink	Sixth Grade	Andersen Middle School
Katie Etzelmler	Algebra II	North High School
Tara Fabian	Principal	Reagan Elementary
Tami Fierstein	Eighth Grade	Kiewit Middle School
Melissa Frans	Seventh Grade	Kiewit Middle School
Tiffany Frazier	Special Education Resource	Cody Elementary
Tammy Gebhart	Building Interventionist	Cody Elementary School
Cassie Grant	Fourth Grade	Cody Elementary
Juli Gray	Seventh Grade	Central Middle School
Lisa Green	Special Education Resource	Beadle Middle School
Kim Hagedorn	Geometry	West High School
Daniel Hall	Advanced Placement & Honors Courses	West High School
Brooke Hartnett	Algebra II & Foundations	West High School
Scott Haug	Sixth Grade	Russell Middle School
Cheryl Heimes	Assistant Principal	Andersen Middle School
Lisa Henggeler	Sixth Grade	Central Middle School
Mary-Helen Hoppes	Second Grade	Willowdale Elementary
Judy Hughes	Fourth Grade	Rohwer Elementary
Liz Hullinger	Seventh Grade	North Middle School
Alicia Jones	Algebra I	North High School
Brett Keim	Algebra I	South High School
Julie Kemp	Assistant Principal	Horizon High School
Susan Keogh	Fourth Grade	Willowdale Elementary
Jessi King	Seventh Grade	Central Middle School
Maureen Kuch	Third Grade	Harvey Oaks Elementary
Bob Lamberty	Assistant Principal	West High School
Amanda Leuck	Eighth Grade	Beadle Middle School
Casey Lundgren	Assistant Principal	North High School
Shelly Madsen	Special Education Resource	Ezra Elementary
Jenn Malone	Second Grade	Ezra Elementary
Pat Meeker	Assistant Principal	Kiewit Middle School
Austin Meter	Geometry	South High School
Daniel Meyer	Eighth Grade	Andersen Middle School
Angie Peterson	District Level Interventionist	Ron Witt Support Services Center
Rachel Price	First Grade	Cody Elementary
Sara Rogers	Fifth Grade	Bryan Elementary
Cindy Scharff	Administrative Intern	Montclair Elementary
Shelley Schmitz	District Level Interventionist	Ron Witt Support Services Center
Cathy Schneiders	Algebra I	West High School
Charlene Schuchardt	Third Grade	Rohwer Elementary
Kaye Schweigert	Special Education Program Facilitator	Ron Witt Support Services Center
Stan Segal	Instructional Technology MEP Facilitator	Ron Witt Support Services Center

<b>Staff Member</b>	<b>Grade Level/Course/Position</b>	<b>Building</b>
Megan Septak	Assistant Principal	Central Middle School
Julia Siniard	District Level Interventionist	Ron Witt Support Services Center
Lance Smith	Geometry	West High School
Sandy Sokerka	First Grade	Montclair Elementary
Courtney Stevens	Fifth Grade	Abbott Elementary
Brad Sullivan	Principal	Bryan Elementary School
Bridgette Stevens	Assistant Principal	Beadle Middle School
Molly Tessin	Second Grade	Hitchcock
Allen Thamer	Sixth Grade	North Middle School
Anna Thoma	Assistant Principal	North Middle School
Heidi Thomsen	Kindergarten	Bryan Elementary
Andrew Tomei	Foundations Courses	Horizon High School
Cindy Wallace	English Language Learner Teacher	Willowdale Elementary
Cami Warneke	Advanced Placement & Honors Courses	South High School
Heidi Weaver	Principal	South High School
Trevor Wenger	Seventh Grade	Russell Middle School
Weylon White	Advanced Placement & Honors Courses	North High School
Wendy Wight	Special Education Program Facilitator	Ron Witt Support Services Center
Sharon Williamson	Special Education Resource	Russell Middle School
Katie Wright	Fifth Grade	Ezra Elementary

Under the facilitation of Janet Cook, Ed.D and Tami Fierstein, Secondary Curriculum and Instruction MEP Facilitators and Matthew Scott, Elementary Curriculum and Instruction MEP Facilitator. In consultation with Angela Peterson, Secondary District Interventionist, Julia Siniard, Elementary District Interventionist, Andy DeFreece, Director of Elementary and Early Childhood Education, and Nancy Johnston, Ed.D, Director of Secondary Education.

### Timeline for Millard Education Program: PK-12 Mathematics

December 2014	Curriculum Planning Committee: provided Phase I overview and orientation
January 2015	Curriculum Planning Committee: met to determine research areas based on current data, education trends, and member expertise
January-March 2015	Research groups: Conducted research in the following areas: <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Intervention</li> <li>• Standards</li> <li>• Instructional Best Practices</li> </ul>
February 2015	Community Focus Group: provided input on issues in PK-12 Mathematics education and trends in employment
March 2015	Curriculum Planning Committee: shared research findings with Curriculum Planning Committee members
March 2015	PK-12 Instructional Materials Evaluation Committee: provided Phase I overview and orientation to instructional materials evaluation process
April 2015	Vendor Fair with PK-12 Instructional Materials Evaluation Committee: investigated instructional resources, including digital learning and open-source tools, from various entities; completed materials evaluation forms
April 2015	Curriculum Planning Committee: met to research and synthesize comprehensive standards from released draft of Nebraska K-12 Mathematics Standards, began work to specify indicators for the PK-12 Mathematics matrix, and finalized the PK-12 Mathematics philosophy statement and beliefs
April 2015	PK-12 Instructional Materials Evaluation Committee: reviewed materials, collaborated in vertical analysis teams, and examined data from vendor fair survey data to determine need for field study in Fall 2015
May-June 2015	Curriculum Planning Committee: researched and drafted course descriptions, courses flow chart, and standards matrix
June 2015	Dr. Janet Cook, Matt Scott, and Tami Fierstein met with Dr. Nancy Johnston to discuss PK-12 Mathematics Framework proposal and course of study proposals; finalized the standards matrix proposal to share with Dr. Feldhausen and Ed Services Executive Cabinet
July 6, 2015	PK-12 Mathematics Framework to the Board of Education
Fall 2015	Field Study at grades PK-5 and continued preview of resources PK-12 of: <ul style="list-style-type: none"> <li>• Digital Learning Open-Education Resources (<a href="http://www.ck12.org">www.ck12.org</a>)</li> <li>• Math Expressions &amp; Big Ideas Math</li> <li>• Go Math!</li> </ul>
November 2015	PK-12 Mathematics Framework to the Board of Education <ul style="list-style-type: none"> <li>• Reviewed and aligned Framework to the approved (September, 2015) <i>K-12 Nebraska College and Career Ready Standards for Mathematics</i></li> </ul>
Fall 2015	Curriculum Planning Committee & PK-12 Instructional Materials Evaluation Committee Convene: develops Instructional Materials Proposal
Fall 2015	Community Materials Review Meetings: two opportunities to be held for the community to review primary instructional resources
Winter 2015	Curriculum Planning Committee & PK-12 Instructional Materials Evaluation Committee: proposal submitted to Educational Services Executive Cabinet and the recommendation to the Board of Education for approval
Spring 2016	Course guide and course assessment committees meet to develop district course guides and assessments for each course
Summer 2016	Professional Development for impending fall implementation of new <b>PK-8</b> course offerings, including instructional materials training, instructional best practices, and other department needs
Fall 2016	Implement new curriculum, acquire instructional resources to ensure the written curriculum is the taught and assessed curriculum – <b>Grades PK-8, including Algebra I, Geometry, and Algebra II</b>
<del>Summer 2017</del>	<del>Professional Development for impending fall implementation of new high school elective course offerings, including instructional materials training, instructional best practices, and other department needs</del>
<del>Fall 2017</del>	<del>Implement new curriculum, acquire instructional resources to ensure the written curriculum is the taught and assessed curriculum—high school elective courses</del>

## Introduction to PK-12 Mathematics Matrix

### Introduction

The matrix displays the Millard Mathematics Standards and Indicators written by the PK-12 Mathematics Curriculum Planning Committee. This standards document is based on the Nebraska K-12 Mathematics Standards (2015), ACT College and Career Readiness Standards for Mathematics, the MPS College and Career Readiness Standards, and the College Board. Critical analysis of existing standards in consortia school districts as well as other states and countries informed the development of this matrix. Additional information is provided, where appropriate, to show progression in concepts and skills.

The Mathematics Standards within the framework are listed by levels of progression by grade level through fifth grade and follow a typical sequence of courses in the 6-11<sup>th</sup> grade portion. The Nebraska State Standards are organized by grade level from kindergarten through eighth grade and includes a range for 9<sup>th</sup> through 11<sup>th</sup> grades. Therefore, those standards and indicators have been divided among the Algebra I, Geometry, and Algebra II courses within the MPS PK-12 Mathematics Matrix while the Advanced Topics portion reflects standards taught in 12<sup>th</sup> grade and/or those met in advanced mathematics courses.

### Nomenclature

The PK-12 Mathematics Standards and Indicators are sequenced in the following matrix. The nomenclature for the standards and indicators is as follows:

MA	Mathematics
CCR	College and Career Readiness
S	State Standard
M	Millard Standard
1-5	Comprehensive Standards
	1-Number
	2-Algebra
	3-Geometry
	4-Data
	5-Advanced Topics Specialized Concepts and Skills

#### Comprehensive Standard and Concepts

Number	1-Numeric Relationships 2-Operations
Algebra	1-Algebraic Relationships 2-Algebraic Processes 3-Applications
Geometry	1-Characteristics 2-Coordinate Geometry 3-Measurement
Data	1-Representations 2-Analysis & Applications 3-Probability
Advanced Topics	Specialized Concepts and Skills 1-Calculus 2-Advanced Statistics

## Examples

MA S 3.2.2.b

MA = Mathematics  
 S = State Standard  
 3 = Third Grade  
 2 = Comprehensive Standard 2 (Algebra)  
 2 = Concept 2 (Algebraic Processes)  
 b = Indicator b

MA M 11.4.2.b

MA = Mathematics  
 M = Millard Standard  
 11 = Eleventh Grade  
 4 = Comprehensive Standard 4 (Data)  
 2 = Concept 2 (Analysis & Applications)  
 b = Indicator b

MA S 12.1.1.c (AT)

MA = Mathematics  
 S = State Standard  
 12 = Twelfth Grade  
 1 = Comprehensive Standard 1 (Number)  
 1 = Concept 1 (Numeric Relationships)  
 c = Indicator c (Advanced Topics)

MA M 12.5.1.a (AT)

MA = Mathematics  
 M = Millard Standard  
 12 = Twelfth Grade  
 5 = Comprehensive Standard 5 (Advanced Topics)  
 1 = Concept 1 (Calculus)  
 a = Indicator a (Advanced Topics)

## PK-5 Mathematics Matrix

<b>K-12 Comprehensive Standard: Number</b>								
Students will communicate number sense concepts using multiple representations to reason, solve problem, and make connections within mathematics and across disciplines.								
Concept	PK	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Integrated Math I <i>Sixth Grade</i>
<b>Numeric Relationships</b>	MA M PK.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 0.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 1.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 2.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 3.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers and simple fractions within the base-ten number system.	MA S 4.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions and decimals within the base-ten number system.	MA S 5.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions and decimals within the base-ten number system.	MA S 6.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.
<b>Curricular Indicators</b>	MA M PK.1.1.a Perform the counting sequence by counting forward from any given number to 20, by ones	MA S 0.1.1.a Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number	MA S 1.1.1.a Count to 120 by ones and tens, starting at any given number  MA M 1.1.1.a Count to 200 by ones and tens starting from any given number and count to 100 by fives at any decade number	MA S 2.1.1.a Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100				
	MA M PK.1.1.b Demonstrate cardinality (i.e., the last number name said indicates the number of objects counted) 1-10	MA S 0.1.1.b Demonstrate cardinality (i.e., the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted						



<b>Curricular Indicators</b>		<b>MA M 0.1.1.b</b> Read numerals within the range of 0 – 20	<b>MA S 1.1.1.b</b> Read and write numerals within the range of 0 – 120  <b>MA M 1.1.1.b</b> Read and write numerals within the range of 0 – 200	<b>MA S 2.1.1.b</b> Read and write numbers within the range of 0 – 1,000 using standard, word, and expanded forms	<b>MA S 3.1.1.a</b> Read, write and demonstrate multiple equivalent representations for numbers up to 100,000 using objects, visual representations, including standard form, word form, expanded form, and expanded notation	<b>MA S 4.1.1.a</b> Read, write, and demonstrate multiple equivalent representations for whole numbers up to one million and decimals to the hundredths, using objects, visual representations, standard form, word form, and expanded notation	<b>MA S 5.1.1.a</b> Determine multiple equivalent representations for whole numbers and decimals through the thousandths place using standard form, word form, and expanded notation	<b>MA M 6.1.1.j</b> Convert a fraction to a decimal using long division
	<b>MA M PK.1.1.f</b> Represent a number 0 to 10 using objects	<b>MA S 0.1.1.f</b> Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20	<b>MA S 1.1.1.c</b> Write numerals to match a representation of a given set of objects for numbers up to 120					
	<b>MA M PK.1.1.c</b> Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 10	<b>MA S 0.1.1.c</b> Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20						

<p><b>Curricular Indicators</b></p>	<p><a href="#">MA M 0.1.1.d</a> Demonstrate the relationship between numbers, knowing each sequential number name refers to a quantity that is one larger within the range 0-10</p>	<p><b>MA M 0.1.1.d</b> Demonstrate the relationship between numbers, knowing each sequential number name refers to a quantity that is one larger (e.g. before and after, one more and one less)</p>	<p>MA S 1.1.e Demonstrate that decade numbers represent a number of tens and ones (e.g., 50 = 5 tens and 0 ones)</p>	<p><b>MA M 2.1.1.d</b> Demonstrate that 100 represents a group of ten tens (e.g. 100 more and 100 less)</p>				
					<p>MA S 3.1.1.c Round a whole number to the tens or hundreds place, using place value understanding or visual representation</p>	<p>MA S 4.1.1.g Round a multi-digit whole number to any given place</p>	<p>MA S 5.1.1.c Round whole numbers and decimals to any given place</p>	
	<p><b>MA M PK.1.1.e</b> Count up to 10 objects arranged in a line. Count out the number of objects, given a number from 1 to 10. Begin to count scattered array of 10 objects</p>	<p>MA S 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20</p>						
						<p>MA S 4.1.1.c Classify a number up to 100 as prime or composite</p>		<p>MA S 6.1.1.a Determine common factors and common multiples using prime factorization of numbers with and without exponents</p>

<b>Curricular Indicators</b>						MA S 4.1.1.d Determine whether a given number up to 100 is multiple of a given one-digit number		
						MA S 4.1.1.e Determine factors of any whole number up to 100		
	MA M PK.1.1.h Compare the number of objects in two groups by identifying the comparison as more, less, or same (equal) to by using strategies of matching and counting	MA S 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting						
		MA S 0.1.1.i Compare the value of two written numerals between 1 and 10	MA S 1.1.1.f Compare two two-digit numbers by using symbols $<$ , $=$ , and $>$ and justify the comparison based on the number of tens and ones	MA S 2.1.1.e Compare two three-digit numbers by using symbols $<$ , $=$ , and $>$ and justify the comparison based on the meanings of the hundreds, tens, and ones	MA S 3.1.1.b Compare whole numbers through the hundred thousands and represent the comparisons using the symbols $>$ , $<$ or $=$	MA S 4.1.1.f Compare whole numbers up to one million and decimals through the hundredths place using $>$ , $<$ , and $=$ symbols, and visual representations	MA S 5.1.1.b Compare whole numbers, fractions, mixed numbers, and decimals through the thousandths place and represent comparisons using symbols $<$ , $>$ , or $=$	MA S 6.1.1.c Compare and order rational numbers both on the number line and not on the number line

<b>Curricular Indicators</b>	MA M PK.1.1.g Begin to compose numbers from 11 to 19 using a 10 frame	MA S 0.1.1.g Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., $14 = 10 + 4$ ) to record each composition and decomposition	MA S 1.1.1.d Demonstrate that each digit of a two-digit number represents amounts of tens and ones, knowing 10 can be considered as one unit made of ten ones which is called a “ten” and any two-digit number can be composed of some tens and some ones (e.g., 19 is one ten and nine ones) and can be recorded as an equation (e.g., $19=10+9$ )	MA S 2.1.1.c Demonstrate that each digit of a three-digit number represents amounts of hundreds, tens and ones, (e.g., 387 is 3 hundreds, 8 tens, 7 ones)				
						MA S 4.1.1.b Recognize a digit in one place represents ten times what it represents in the place to its right and 1/10 what it represents in the place to its left	MA S 5.1.1.e Write powers of 10 with exponents	MA S 6.1.1.b Represent numbers using exponential notation
					MA S 3.1.1.d Represent and understand a fraction as a number on a number line			
					MA S 3.1.1.e Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers			

<b>Curricular Indicators</b>					MA S 3.1.1.f Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines	MA S 4.1.1.i Generate and explain equivalent fractions by multiplying by an equivalent fraction of 1		
					MA S 3.1.1.g Find parts of a whole and parts of a set using visual representations			
					MA S 3.1.1.h Explain and demonstrate how fractions $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ and a whole relate to time, measurement, and money, and demonstrate using visual representation			
					MA S 3.1.1.i Compare and order fractions having the same numerators or denominators using visual representations, comparison symbols, and verbal reasoning	MA S 4.1.1.k Compare and order fractions having unlike numerators and unlike denominators using visual representations (number line), comparison symbols and verbal reasoning, e.g., using benchmarks or common numerators or common denominators		MA S 6.1.1.h Compare and order integers and absolute value both on the number line and not on the number line
						MA S 4.1.1.j Explain how to change a mixed number to a fraction and how to change a fraction to a mixed number		

<b>Curricular Indicators</b>						MA S 4.1.1.l Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation		
						MA S 4.1.1.h Use decimals notation for fractions with denominators of 10 or 100		
							MA S 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., halves, thirds, fourths, fifths, and tenths)	MA S 6.1.1.d Convert among fractions, decimals, and percents using multiple representations
								MA S 6.1.1.e Determine ratios from drawings, words, and manipulatives with the use of symbols
								MA S 6.1.1.f Convert unit rates
								MA S 6.1.1.g Model integers using drawings, words, manipulatives, number lines, and symbols

<b>Curricular Indicators</b>								MA S 6.1.1.i Determine absolute value of rational numbers
<b>Operations</b>	MA S PK.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	MA S 0.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	MA S 1.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	MA S 2.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	MA S 3.1.2 Operations: Students will demonstrate the meaning of multiplication and division with whole numbers and compute accurately.	MA S 4.1.2 Operations: Students will demonstrate the meaning of addition and subtraction of whole numbers and fractions and compute accurately.	MA S 5.1.2 Operations: Students will demonstrate the meaning of operations and compute accurately with whole numbers, fractions, and decimals.	MA S 6.1.2 Operations: Students will compute with fractions and decimals accurately.
<b>Curricular Indicators</b>		MA S 0.1.2.a Fluently (i.e., automatic recall based on understanding) add and subtract within 5	MA S 1.1.2.a Fluently (i.e., automatic recall based on understanding) add and subtract within 10	MA S 2.1.2.a Fluently (i.e., automatics recall based on understanding) add and subtract within 20				
			MA S 1.1.2.b Add and subtract within 20, using a variety of strategies, (e.g., count on to make a ten).	MA S 2.1.2.b Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction		MA S 4.1.2.a Add and subtract multi-digit numbers using the standard algorithm		

<b>Curricular Indicators</b>			MA S 1.1.2.e Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value	MA S 2.1.2.e Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations.	MA S 3.1.2.a Add and subtract within 1,000 with or without regrouping		MA S 5.1.2.g Add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations (i.e. Commutative, Associative, Distributive, Identity, Zero), and/or relationships between operations	
			MA S 1.1.2.c Find the difference between two numbers that are multiples of 10, ranging from 10 – 90 using concrete models, drawings or strategies, and write the corresponding equation, (e.g., $90 - 70 = 20$ )		MA S 3.1.2.b Select and apply the appropriate methods of computation when solving one and two step addition and subtraction problems with four-digit whole numbers through the thousands (e.g., visual representations, mental computation, paper-pencil)			
			MA S 1.1.2.d Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used, (e.g., 33 is 10 less than 43)	MA S 2.1.2.c Mentally add or subtract 10 or 100 to/from a given number 100-900				



<b>Curricular Indicators</b>				MA S 2.1.2.d Add up to three two-digit numbers using strategies based on place value and understanding of properties				
				MA S 2.1.2.f Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., $3 + 3 + 3 = 9$ )	MA S 3.1.2.c Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to explain the meaning of multiplication			
					MA S 3.1.2.d Use words and symbols to explain the meaning of the Zero Property and Identity Property of multiplication			
					MA S 3.1.2.e Multiply one digit whole numbers by multiples of 10 in the range of 10 to 90			
					MA S 3.1.2.f Use objects, drawings, arrays, words and symbols to explain the relationship between multiplication and division (e.g., if $3 \times 4 = 12$ then $12 \div 3 = 4$ )			

<b>Curricular Indicators</b>						MA S 4.1.2.b Multiply a four-digit whole number by a one-digit whole number		
						MA S 4.1.2.c Multiply a two-digit whole number by a two-digit whole number using the standard algorithm	MA S 5.1.2.a Multiply multi-digit whole numbers using the standard algorithm	
					MA S 3.1.2.g Fluently (i.e. automatic recall based on understanding) multiply and divide within 100	MA S 4.1.2.d Divide up to a four-digit whole number by a one-digit divisor with and without a remainders	MA S 5.1.2.b Divide four-digit whole numbers by a two-digit divisor with or without remainders using the standard algorithm	MA S 6.1.2.e Add, subtract, multiply, and divide decimals using the standard algorithm
						MA S 4.1.2.e Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions with like denominators		
						MA S 4.1.2.f Add and subtract fractions and mixed numbers with like denominators	MA S 5.1.2.h Add and subtract fractions and mixed numbers with unlike denominators	
						MA S 4.1.2.g Multiply a fraction by a whole number	MA S 5.1.2.c Multiply a whole number by a fraction or a fraction by a fraction using models and visual representations	MA S 6.1.2.a Multiply and divide fractions and mixed numbers

<b>Curricular Indicators</b>							MA S 5.1.2.d Divide a unit fraction by a whole number and a whole number by a unit fraction	MA S 6.1.2.d Divide multi-digit numbers using the standard algorithm
							MA S 5.1.2.e Explain division of a whole number by a fraction using models and visual representations	
							MA S 5.1.2.f Interpret a fraction as division of the numerator by the denominator	MA S 6.1.2.c Evaluate expressions with positive exponents
					MS S 3.1.2.h Determine the reasonableness of whole number sums and differences in real world problems using estimation, compatible numbers, mental computations, or other strategies	MS S 4.1.2.h Determine the reasonableness of computations involving whole number products and quotients in real world problems using estimation, compatible numbers, mental computations, or other strategies	MA S 5.1.2.i Determine the reasonableness of computations involving whole numbers, fractions, and decimals	
							MA S 5.1.2.j Multiply and divide by powers of 10	
								MA S 6.1.2.b Convert between metric and standard units of measurement

<i>Curricular Indicators</i>								MA S 6.1.2.f Estimate and check reasonableness of answers using appropriate strategies and tools
------------------------------	--	--	--	--	--	--	--	---

<p align="center"><b>K-12 Comprehensive Standard: Algebra</b></p> <p align="center">Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</p>								
Concept	PK	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Integrated Math I Sixth Grade
<b>Algebraic Relationships</b>	MA M PK.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	MA S 0.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	MA S 1.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	MA S 2.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	MA S 3.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	MA S 4.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	MA S 5.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	MA S 6.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions, equations, and inequalities.
<b>Curricular Indicators</b>	MA M PK.2.1.a Begin to decompose numbers less than or equal to 10 in more than one way, showing decomposition with a drawing, or manipulatives	MA S 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$ )	MA S 1.2.1.a Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., $4 = 4$ , $6 = 7 - 1$ , $6 + 3 = 3 + 6$ , and $7 + 2 = 5 + 4$ )			MA S 4.2.1.a Create a simple algebraic expression or equation using a variable for an unknown number to represent a math process (e.g., $3 + n = 15$ , $81 \div n = 9$ )	MA S 5.2.1.a Form ordered pairs from a rule such as $y=2x$ , and graph the ordered pairs on a coordinate plane	MA S 6.2.1.c Analyze the relationship between dependent and independent variables using graphs, tables and equations
				MA S 2.2.1.a Identify a group of objects from 0-20 as even or odd by counting by 2's or by showing even numbers as a sum of two equal parts				
						MA S 3.2.1.a Identify arithmetic patterns (including patterns in the addition or multiplication tables) using properties of operations		

<b>Curricular Indicators</b>		MA S 0.2.1.b For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation	MA S 1.2.1.b Use the relationship of addition and subtraction to solve subtraction problems (e.g., find $12 - 9 = \underline{\quad}$ , using the addition fact $9 + 3 = 12$ )		MA S 3.2.1.b Interpret a multiplication equation as equal groups (e.g., interpret $4 \times 6$ as the total number of objects in four groups of six objects each). Represent verbal statements of equal groups as multiplication equations			MA S 6.2.1.a Create algebraic expressions (e.g., one operation, one variable as well as multiple operations, one variable) from word phrases
			MA S 1.2.1.c Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two)					
			MA S 1.2.1.d Determine the unknown whole number in an addition or subtraction equation, (e.g. $7 + ? = 13$ )			MA S 4.2.1.b Generate and analyze a number or shape pattern to follow a given rule; such as $y = 3x + 5$ is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given		MA S 6.2.1.b Recognize and generate equivalent algebraic expressions involving distributive property and combining like terms

<p><b>Algebraic Processes</b></p>	<p>MA M PK.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.</p>	<p>MA S 0.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.</p>	<p>MA S 1.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.</p>	<p>MA S 2.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.</p>	<p>MA S 3.2.2 Algebraic Processes: Student will apply the operational properties when multiplying and dividing.</p>	<p>MA S 4.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.</p>	<p>MA S 5.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.</p>	<p>MA S 6.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations, and inequalities.</p>
<p><b>Curricular Indicators</b></p>		<p>No additional indicator(s) at this level</p>	<p>MA S 1.2.2.a Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (Making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, <math>7 + 5 = 7 + 3 + 2 = 10 + 2 = 12</math>; using the commutative property to count on <math>2 + 6 = 6 + 2</math>; and using the associative property to make 10, <math>5 + 3 + 7 = 5 + (3 + 7) = 5 + 10</math>)</p>	<p>No additional indicator(s) at this level. Mastery is expected at previous grade levels</p>	<p>MA S 3.2.2.a Apply the commutative, associative, and distributive properties as strategies to multiply and divide</p>	<p>MA S 4.2.2.a Solve one- and two-step equations which use any or all of the four basic operations and include the use of a letter to represent the unknown quantity</p>	<p>MA S 5.2.2.a Interpret and evaluate numerical or algebraic expressions using order of operations (excluding exponents)</p>	<p>MA S 6.2.2.a Simplify expressions using the distributive property and combining like terms</p> <p>MA S 6.2.2.b Use substitution to determine if a given value for a variable makes an equation or inequality true</p>

<b>Curricular Indicators</b>								MA S 6.2.2.c Evaluate numerical expressions, including absolute value and exponents, with respect to order of operations
								MA S 6.2.2.d Given the value of the variable, evaluate algebraic expressions (which many include absolute value) with respect to order of operations (non-negative rational numbers)
								MA S 6.2.2.e Solve one-step equations with non-negative rational numbers using addition, subtraction, multiplication and division
								MA S 6.2.2.f Make tables of equivalent ratios relating quantities with whole-numbers and find missing values in the tables, and plot the pairs of values on the coordinate plane
								MA S 6.2.2.g Represent inequalities on a number line, e.g., graph $x > 3$



<b>Applications</b>	MA M PK.2.3 Applications: Students will solve real world problems involving addition and subtraction.	MA S 0.2.3 Applications: Students will solve real world problems involving addition and subtraction.	MA S 1.2.3 Applications: Students will solve real world problems involving addition and subtraction.	MA S 2.2.3 Applications: Students will solve real world problems involving addition and subtraction.	MA S 3.2.3 Applications: Students will solve real world problems involving equations with whole numbers.	MA S 4.2.3 Applications: Students will solve real world problems involving equations with fractions.	MA S 5.2.3 Applications: Students will solve real world problems involving equations with fractions and mixed numbers.	MA S 6.2.3 Applications: Students will solve real world problems involving ratios, unit rates, and percents.
<b>Curricular Indicators</b>	MA M PK.2.3.a Solve real world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem)	MA S 0.2.3.a Solve real world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem)	MA S 1.2.3.a Solve real world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem)	MA S 2.2.3.a Solve real world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations	MA S 3.2.3.a Solve real world problems involving two-step equations (involving two operations) involving whole numbers using addition and subtraction	MA S 4.2.3.a Solve real world problems involving multi-step equations comprised of whole numbers using the four operations, including interpreting remainders		MA S 6.2.3.a Write equations (e.g., one operation, one variable) to represent real-life problems comprised of non-negative rational numbers
			MA S 1.2.3.b Solve real world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem	MA S 2.2.3.b Create real world problems to represent one-and two-step addition and subtraction within 100, with unknowns in all positions	MA S 3.2.3.b Write an equation (e.g., one operation, one variable) to represent real world problems involving whole numbers	MA S 4.2.3.b Solve real world problems involving addition and subtraction of fractions and mixed numbers with like denominators	MA S 5.2.3.a Solve real world problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators	MA S 6.2.3.b Solve real world problems comprised of non-negative rational numbers

<b>Curricular Indicators</b>			MA S 1.2.3.c Create a real world problem to represent a given equation involving addition and subtraction within 20					MA S 6.2.3.c Solve real-life problems involving percents of numbers
								MA S 6.2.3.d Solve real-life problems using ratios and unit rates

<p align="center"><b>K-12 Comprehensive Standard: Geometry</b></p> <p align="center">Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</p>								
Concept	PK	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Integrated Math I Sixth Grade
<b>Characteristics</b>	MA M PK.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 0.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 1.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 2.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 3.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 4.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 5.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 6.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.
<b>Curricular Indicators</b>	MA M PK.3.1.a Begin to describe real world objects using names of shapes, regardless of their orientation or size (squares, circle, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders)	MA S 0.3.1.a Describe real world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders)	MA S 1.3.1.a Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition	MA S 2.3.1.a Recognize and draw shapes having a specific number of angles, faces, or other attributes, including triangles, quadrilaterals, pentagons, and hexagons	MA S 3.3.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes	MA S 4.3.1.a Recognize angles as geometric shapes that are formed where two rays share a common endpoint	MA S 5.3.1.a Identify three-dimensional figures including cubes, cones, pyramids, prisms, spheres, and cylinders	MA S 6.3.1.a Identify and create nets to represent two-dimensional drawings of rectangular prisms and triangular prisms
	MA M PK.3.1.b Begin to identify shapes as two-dimensional (“flat”) or three-dimensional (“solid”)	MA S 0.3.1.b Identify shapes as two-dimensional (“flat”) or three-dimensional (“solid”)	MA S 1.3.1.c Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (e.g., cubes, rectangular prisms, cones, and cylinders) to compose and describe new shapes		MA S 3.3.1.b Sort quadrilaterals into categories (e.g., rhombuses, squares, and rectangles)	MA S 4.3.1.d Classify two-dimensional shapes based on the presence or absence of parallel and perpendicular lines, or the presence or absence of specific angles	MA S 5.3.1.c Justify the classification of two-dimensional figures based on their properties	

<b>Curricular Indicators</b>				MA S 2.3.1.b Partition a rectangle into rows and columns of equal sized squares. Count to find the total.				
			MA S 1.3.1.b Decompose circles and rectangles into two and four equal parts, using the terms “halves”, “fourths” and “quarters”, and use the phrases “half of”, “fourth of”, and “quarter of”	MA S 2.3.1.c Divide circles and rectangles into two, three, or four equal parts. Describe the parts using the language of halves, thirds, fourths, half of, third of, fourth of	MA S 3.3.1.c Draw lines to separate two-dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole			
						MA S 4.3.1.b Classify an angle as acute, obtuse, or right		
	MA M PK.3.1.c Compare two- and three-dimensional shapes, with different sizes and orientations, to describe their similarities, and differences	MA S 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations, to describe their similarities, differences, parts (e.g., number “corner”/vertices), and other attributes (e.g., sides of equal length)					MA S 5.3.1.b Identify faces, edges, and vertices of rectangular prisms	
						MA S 4.3.1.c Identify and draw points, lines, line segments, rays, angles, parallel lines, perpendicular lines, intersecting lines, and recognize them in two-dimensional figures		

<b>Curricular Indicators</b>	MA M PK.3.1.d Model shapes found in real-life by building shapes from materials (e.g., clay and pipe cleaners) and drawing shapes	MA S 0.3.1.d Model shapes found in real world by building shapes from materials (e.g., clay and pipe cleaners) and drawing shapes						
	MA M PK.3.1.e Match models to combine simple shapes to compose larger shapes (e.g., pattern blocks )	MA S 0.3.1.e Combine simple shapes to compose larger shapes (e.g., use triangle pattern blocks to build a hexagon)						
				MA S 2.3.1.d Recognize the equal shares of identical wholes need not have the same shape				
						MA S 4.3.1.e Identify right triangles		
						MA S 4.3.1.f Measure angles in whole number degrees using a protractor		
						MA S 4.3.1.g Sketch angles of a specified measure		
						MA S 4.3.1.h Recognize and draw lines of symmetry in two-dimensional shapes		

<p><b>Coordinate Geometry</b></p>	<p>MA M PK.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.</p>	<p>MA S 0.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.</p>	<p>MA S 1.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.</p>	<p>MA S 2.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.</p>	<p>MA S 3.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.</p>	<p>MA S 4.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.</p>	<p>MA S 5.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.</p>	<p>MA S 6.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.</p>
<p><b>Curricular Indicators</b></p>	<p>MA M PK .3.2.a Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between)</p>	<p>MA S 0.3.2.a Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between)</p>	<p>No additional indicator(s) at this level. Mastery is expected at previous grade levels</p>	<p>No additional indicator(s) at this level. Mastery is expected at previous grade levels</p>	<p>No additional indicator(s) at this level. Mastery is expected at previous grade levels</p>	<p>No additional indicator(s) at this level. Mastery is expected at previous grade levels</p>	<p>MA S 5.3.2.a Identify the origin, x axis, and y axis of the coordinate plane</p> <p>MA S 5.3.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers</p>	<p>MA S 6.3.2.a Identify the ordered pair of a given point in the coordinate plane</p> <p>MA S 6.3.2.b Plot the location of an ordered pair in the coordinate plane</p> <p>MA S 6.3.2.e Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area</p> <p>MA S 6.3.2.d Draw polygons in the coordinate plane given coordinates for the vertices</p> <p>MA S 6.3.2.c Identify the quadrant of a given point in the coordinate plane</p>

<b>Measurement</b>	<b>MA M PK.3.3 Measurement: Students will perform and compare measurements and apply formulas.</b>	<b>MA S 0.3.3 Measurement: Students will perform and compare measurements and apply formulas.</b>	<b>MA S 1.3.3 Measurement: Students will perform and compare measurements and apply formulas.</b>	<b>MA S 2.3.3 Measurement: Students will perform and compare measurements and apply formulas.</b>	<b>MA S 3.3.3 Measurement: Students will perform and compare measurements and apply formulas.</b>	<b>MA S 4.3.3 Measurement: Students will perform and compare measurements and apply formulas.</b>	<b>MA S 5.3.3 Measurement: Students will perform and compare measurements and apply formulas.</b>	<b>MA S 6.3.3 Measurement: Students will perform and compare measurements and apply formulas.</b>
<b>Curricular Indicators</b>			MA S 1.3.3.a Identify, name, and understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones, and solve real world problems involving dimes and pennies, using ¢ symbol appropriately (e.g., If you have four dimes and two pennies, how many cents do you have?)	MA S 2.3.3.a Solve real world problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately				
					MA S 3.3.3.a Find the perimeter of polygons given the side lengths, and find an unknown side length	MA S 4.3.3.a Apply perimeter and area formulas for rectangles		
			MA S 1.3.3.b Tell and write time to the half hour and hour using analog and digital clocks	MA S 2.3.3.b Identify and write time to five- minute intervals using analog and digital clocks and both a.m. and p.m.	MA S 3.3.3.b Tell and write time to the minute using both analog and digital clocks			

<b>Curricular Indicators</b>					MA S 3.3.3.c Solve real world problems involving addition and subtraction of time intervals and elapsed time			
	MA M PK.3.3.a Describe measurable attributes of real-life objects, e.g., length or weight	MA S 0.3.3.a Describe measurable attributes of real world objects, e.g., length or weight	MA S 1.3.3.c Measure objects by using a shorter object end-to-end and know that the length of the object is the amount of same-size objects that span it lined up end-to-end	MA S 2.3.3.c Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape)	MA S 3.3.3.d Identify and use the appropriate tools and units of measurement, both customary and metric, to solve real world problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit)	MA S 4.3.3.b Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve real world problems involving time, length, weight, mass, capacity, and volume	MA S 5.3.3.a Recognize that solid figures have volume that is measured in cubic units	MA S 6.3.3.a Determine the area of quadrilaterals, including parallelograms and trapezoids, and triangles by composition and decomposition of polygons as well as application of formula
	MA M PK 3.3.b Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter)	MA S 0.3.3.b Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter)	MA S 1.3.3.d Order three objects by directly comparing their lengths, or indirectly by using a third object	MA S 2.3.3.d Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit	MA S 3.3.3.f Use concrete and pictorial models to measure areas in square units by counting square units		MA S 5.3.3.b Use concrete to measure the volume of rectangular prisms in cubic units by counting cubic units	MA S 6.3.3.b Determine the surface area of rectangular prisms and triangular prisms using nets
								MA S 6.3.3.c Use concrete and pictorial models to measure the volume of right rectangular prisms
				MA S 2.3.3.e Measure and estimate lengths using, inches, feet, centimeters, and meters	MA S 3.3.3.e Estimate and measure length to the nearest half inch, quarter inch, and centimeter	MA S 4.3.3.c Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement	MA S 5.3.3.c Generate conversions within the customary and metric systems of measurement	



<i>Curricular Indicators</i>				MA S 2.3.3.f Compare the difference in length of objects using, inches and feet or centimeters and meters.				
				MA S 2.3.3.g Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, etc., and represent whole number sums and differences within 100 on a number line				
				MA S 2.3.3.h Use measurement lengths and addition and subtraction within 100 to solve real-world problems				
					MA S 3.3.3.g Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths			MA S 6.3.3.g Apply volume, formulas for right rectangular prisms

<b>Curricular Indicators</b>					MA S 3.3.3.h Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters			
------------------------------	--	--	--	--	---	--	--	--

**K-12 Comprehensive Standard: Data**

Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

Concept	PK	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Integrated Math I <i>Sixth Grade</i>
<b>Representations</b>	MA M PK.4.1 Representations: Students will create displays that represent the data.	MA S 0.4.1 Representations: Students will create displays that represent the data.	MA S 1.4.1 Representations: Students will create displays that represent the data.	MA S 2.4.1 Representations: Students will create displays that represent the data.	MA S 3.4.1 Representations: Students will create displays that represent the data.	MA S 4.4.1 Representations: Students will create displays that represent the data.	MA S 5.4.1 Representations: Students will create displays that represent the data.	MA S 6.4.1 Representations: Students will create displays that represent the data.
<b>Curricular Indicators</b>	MA M PK.4.1.a Begin to represent data to organize and represent a data set with up to three categories	MA M 0.4.1.a Organize and represent a data set with up to three categories	MA S 1.4.1.a Organize and represent a data set with up to three categories using a picture graph  MA M 1.4.1.a Organize, represent, and explain data set with up to three categories	MA S 2.4.1.a Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories	MA S 3.4.1.a Create scaled pictographs and scaled bar graphs to represent a data set—including data collected through observations, surveys, and experiments—with several categories  MA M 3.4.1.a Create graphs (pictographs, bar graphs, and line graphs) to represent a data set—including data collected through observations, surveys, and experiments—with several categories			
				MA S 2.4.1.b Create and represent a data set by making a line plot	MA S 3.4.1.b Represent data using line plots where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters	MA S 4.4.1.a Represent data using line plots where the horizontal scale is marked off in appropriate units (e.g., whole numbers, halves, quarters, or eighths)	No additional indicator(s) at this level. Mastery is expected at previous grade levels	MA S 6.4.1.a Represent data using line plots (dot plots), box plots, and histograms

<p><b>Analysis &amp; Application</b></p>	<p>MA M PK.4.2 Analysis &amp; Applications: Students will analyze data to address the situation.</p>	<p>MA S 0.4.2 Analysis &amp; Applications: Students will analyze data to address the situation.</p>	<p>MA S 1.4.2 Analysis &amp; Applications: Students will analyze data to address the situation.</p>	<p>MA S 2.4.2 Analysis &amp; Applications: Students will analyze data to address the situation.</p>	<p>MA S 3.4.2 Analysis &amp; Applications: Students will analyze data to address the situation.</p>	<p>MA S 4.4.2 Analysis &amp; Applications: Students will analyze data to address the situation.</p>	<p>MA S 5.4.2 Analysis &amp; Applications: Students will analyze data to address the situation.</p>	<p>MA S 6.4.2 Analysis &amp; Applications: Students will analyze data to address the situation.</p>
<p><b>Curricular Indicators</b></p>			<p>MA S 1.4.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph</p>	<p>MA S 2.4.2.a Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs</p>		<p>MA S 4.4.2.a Solve problems involving addition or subtraction of fractions using information presented in line plots</p>	<p>MA S 5.4.2.b Formulate questions that can be addressed with data and make predictions about the data</p>	<p>MA S 6.4.2.a Use operations with fractions to solve problems using information presented in line plots</p>
	<p>MA M PK.4.2.a Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used</p>	<p>MA S 0.4.2.a Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used</p>						
					<p>MA S 3.4.2.a Solve problems and make simple statements about quantity differences (e.g., how many more and how many less) using information in pictographs and bar graphs</p>			

<b>Curricular Indicators</b>							MA S 5.4.2.a Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (e.g., frequency charts) and bar graphs	MA S 6.4.2.b Compare and interpret data sets based upon their graphical representations (center, spread and shape)
								MA S 6.4.2.c Find and interpret the mean, median, mode, and range for a set of data
								MA S 6.4.2.d Compare the mean, median, mode, and range from two sets of data
<b>Probability</b>	MA M PK .4.3 Probability: Students will interpret and apply concepts of probability.	MA S 0.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 1.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 2.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 3.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 4.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 5.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 6.4.3 Probability: Students will interpret and apply concepts of probability.
<b>Curricular Indicators</b>	No additional indicator(s) at this level	No additional indicator(s) at this level	No additional indicator(s) at this level	No additional indicator(s) at this level	No additional indicator(s) at this level	No additional indicator(s) at this level	No additional indicator(s) at this level	No additional indicator(s) at this level
<b>Course</b>	<b><u>PK Mathematics</u></b>	<b><u>Kindergarten Mathematics</u></b>	<b><u>First Grade Mathematics</u></b>	<b><u>Second Grade Mathematics</u></b>	<b><u>Third Grade Mathematics</u></b>	<b><u>Fourth Grade Mathematics</u></b>	<b><u>Fifth Grade Mathematics</u></b>	<b><u>Integrated Math I Sixth Grade</u></b>
<b>Materials</b>	Building Blocks (McGraw Hill 2013)	<a href="#">Math Expressions (Houghton Mifflin Harcourt 2011/2018)</a>  <a href="#">Saxon Mathematics (Houghton Mifflin Harcourt) CORE Program (Cather &amp; Disney)</a>	<a href="#">Math Expressions (Houghton Mifflin Harcourt 2011/2018)</a>  <a href="#">Saxon Mathematics (Houghton Mifflin Harcourt) CORE Program (Cather &amp; Disney)</a>	<a href="#">Math Expressions (Houghton Mifflin Harcourt 2011/2018)</a>  <a href="#">Saxon Mathematics (Houghton Mifflin Harcourt) CORE Program (Cather &amp; Disney)</a>	<a href="#">Math Expressions (Houghton Mifflin Harcourt 2011/2018)</a>  <a href="#">Saxon Mathematics (Houghton Mifflin Harcourt) CORE Program (Cather &amp; Disney)</a>	<a href="#">Math Expressions (Houghton Mifflin Harcourt 2011/2018)</a>  <a href="#">Saxon Mathematics (Houghton Mifflin Harcourt) CORE Program (Cather &amp; Disney)</a>	<a href="#">Math Expressions (Houghton Mifflin Harcourt 2011/2018)</a>  <a href="#">Saxon Mathematics (Houghton Mifflin Harcourt) CORE Program (Cather &amp; Disney)</a>	<a href="#">Big Ideas Math: A Bridge to Success Course 1 (Houghton Mifflin Harcourt, 2014)</a>

**6-11 Mathematics Matrix**

**K-12 Comprehensive Standard: Number**

Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

Concept	Fifth Grade	Integrated Math I	Integrated Math II	Integrated Math III	Algebra I	Geometry	Algebra II
<b>Numeric Relationships</b>	MA S 5.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions and decimals and within the base-ten number system.	MA S 6.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.	MA S 7.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among rational numbers within the base-ten number system.	MA S 8.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among real numbers within the base-ten number system.	MA M 9.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among real numbers within the base-ten number system.	MA M 10.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among real numbers within the base-ten number system.	MA S 11.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among the subsets of real numbers and the complex number system.
<b>Curricular Indicators</b>	MA S 5.1.1.a Determine multiple equivalent representations for whole numbers and decimals through the thousandths place using standard form, word form, and expanded notation	MA M 6.1.1.j Convert a fraction to a decimal using long division	No additional indicator(s) at this level. Mastery is expected at previous grade levels	MA S 8.1.1.a Determine subsets of numbers as natural, whole, integer, rational, irrational, or real, based on the definitions of these sets of numbers	MA M 9.1.1.a Compare and contrast subsets of the complex number system, including rational, irrational, integers, whole, and natural numbers		MA S 11.1.1.a Compare and contrast subsets of the complex number system, including imaginary, rational, irrational, integers, whole, and natural numbers
		MA S 6.1.1.a Determine common factors and common multiples using prime factorization of numbers with and without exponents					
	MA S 5.1.1.e Write powers of 10 with exponents	MA S 6.1.1.b Represent non-negative whole numbers using exponential notation	MA M 7.1.1.a Compare and represent numbers in scientific and standard notation	MA S 8.1.1.b Represent numbers using positive and negative exponents and in scientific notation			

<b>Curricular Indicators</b>	MA S 5.1.1.b Compare whole numbers, fractions, mixed numbers, and decimals through the thousandths place and represent comparisons using symbols $<$ , $>$ , or $=$	MA S 6.1.1.c Compare and order rational numbers both on the number line and not on the number line	MA M 7.1.1.b Compare and order real numbers on the number line and not on a number line	MA S 8.1.1.c Describe the difference between a rational and irrational number			
	MA S 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., halves, thirds, fourths, fifths, and tenths)	MA S 6.1.1.d Convert among fractions, decimals, and percents using multiple representations		MA S 8.1.1.d Approximate, compare, and order real numbers (both rational and irrational) and order real numbers both on and off the number line			
	MA S 5.1.1.c Round whole numbers and decimals to any given place				MA S 11.1.1.b Use drawings, words, and symbols to explain the effects of operations such as multiplication and division on the magnitude of quantities in the real number system, including powers and roots, e.g. if you take the square root of a number, will the result always be smaller than the original number?		
		MA S 6.1.1.e Determine ratios from drawings, words, and manipulatives					
		MA S 6.1.1.f Explain and determine unit rates					

<b>Curricular Indicators</b>		MA S 6.1.1.g Model integers using drawings, words, manipulatives, number lines, and symbols					
		MA S 6.1.1.h Compare and order integers and absolute value both on the number line and not on the number line					
		MA S 6.1.1.i Determine absolute value of rational numbers					
							MA S 11.1.1.b Recognize that closure properties apply to the subsets of the complex number system, under the standard operations
<b>Operations</b>	MA S 5.1.2 Operations: Students will demonstrate the meaning of the operations with decimals and compute whole numbers by a fraction accurately.	MA S 6.1.2 Operations: Students will compute with fractions and decimals accurately.	MA S 7.1.2 Operations: Students will compute with rational numbers accurately.	MA S 8.1.2 Operations: Students will compute with exponents and roots.	MA S 11.1.2 Operations: Students will compute with real and complex numbers.	MA S 11.1.2 Operations: Students will compute with real and complex numbers.	MA S 11.1.2 Operations: Students will compute with real and complex numbers.
<b>Curricular Indicators</b>	MA S 5.1.2.a Multiply multi-digit whole numbers using the standard algorithm						
	MA S 5.1.2.c Multiply a whole number by a fraction or a fraction by a fraction using models and visual representations	MA S 6.1.2.a Multiply and divide non-negative fractions and mixed numbers	MA S 7.1.2.b Add, subtract, multiply, and divide rational numbers (e.g., positive and negative fractions, decimals, and integers).	MA M 8.1.2.f Compute rational, integers, whole and natural numbers	MA M 9.1.2.a Compute rational, irrational, integers, whole and natural numbers		MA S 11.1.2.a Compute with subsets of the complex number system, including imaginary, rational, irrational, integers, whole, and natural numbers



<b>Curricular Indicators</b>			MA S 7.1.2.a Solve problems using proportions and ratios (e.g., cross products, percents, tables, equations, and graphs)	MA S 8.1.2.a Evaluate the square roots of perfect squares less than or equal to 400 and cube roots of perfect cubes less than or equal to 125			
	MA S 5.1.2.b Divide four-digit whole numbers by a two-digit divisor with or without remainders using the standard algorithm	MA S 6.1.2.d Add, subtract, multiply, and divide decimals using the standard algorithm	MA S 7.1.2.d Use multiple representations and strategies to add, subtract, multiply, and divide integers				
	MA S 5.1.2.f Interpret a fraction as division of the numerator by the denominator	MA S 6.1.2.b Evaluate expressions with positive exponents	MA S 7.1.2.c Apply properties of operations as strategies for problem solving with rational numbers	MA S 8.1.2.b Simplify numerical expressions involving exponents and roots, e.g., $4^{-2}$ is the same as $1/16$	MA S 11.1.2.b Simplify expressions with rational exponents		MA S 11.1.2.b Simplify expressions with rational exponents
	MA S 5.1.2.d Divide a unit fraction by a whole number and a whole number by a unit fraction	MA S 6.1.2.c Divide multi-digit numbers using the standard algorithm					
	MA S 5.1.2.e Explain division of a whole number by a fraction using models and visual representations						
		MA S 6.1.2.e Estimate and check reasonableness of answers using appropriate strategies and tools.	MA S 7.1.2.e Estimate and check reasonableness of answers using appropriate strategies and tools	MA S 8.1.2.e Estimate and check reasonableness of answers using appropriate strategies and tools	MA S 11.1.2.d Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact number	MA S 11.1.2.d Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact number	MA S 11.1.2.d Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact number

<b>Curricular Indicators</b>	MA S 5.1.2.g Add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations, and/or relationships between operations						
	MA S 5.1.2.h Add and subtract fractions and mixed numbers with unlike denominators						
	MA S 5.1.2.i Determine the reasonableness of computations involving whole numbers, fractions, and decimals						
	MA S 5.1.2.j Multiply and divide by powers of 10			MA S 8.1.2.d Multiply and divide numbers using scientific notation			MA S 11.1.2.c Select, apply, and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, or technology)
				MA S 8.1.2.c Simplify numerical expressions involving absolute value			

**K-12 Comprehensive Standard: Algebra**

Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

<b>Concept</b>	<b>Fifth Grade</b>	<b>Integrated Math I</b>	<b>Integrated Math II</b>	<b>Integrated Math III</b>	<b>Algebra I</b>	<b>Geometry</b>	<b>Algebra II</b>
<b>Algebraic Relationships</b>	MA S 5.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	MA S 6.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions, equations, and inequalities.	MA S 7.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions, equations, and inequalities.	MA S 8.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions, equations, and inequalities.	MA S 11.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with functions.		MA S 11.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with functions.
<b>Curricular Indicators</b>		MA S 6.2.1.a Create algebraic expressions (e.g., one operation, one variable as well as multiple operations, one variable) from word phrases	MA S 7.2.1.a Describe and create an inequality from words and pictures (e.g., one-step, one-variable)	MA S 8.2.1.a Create algebraic expressions, equations, and inequalities (e.g., two-step, one variable) from word phrases, tables, and pictures	MA S 11.2.1.a Define a function and use function notation		
		MA S 6.2.1.b Recognize and generate equivalent algebraic expressions involving distributive property and combining like terms		MA S 8.2.1.c Describe equations and linear graphs as having one solution, no solution, or infinitely many solutions	MA S 11.2.1.b Analyze a relation to determine if it is a function given graphs, tables, or algebraic notation		MA S 11.2.1.b Analyze a relation to determine if it is a function given graphs, tables, or algebraic notation
				MA S 8.2.1.b Determine and describe the rate of change for given situations through the use of tables and graphs	MA S 11.2.1.c Classify a function given graphs, tables, or algebraic notation, as linear, quadratic, or neither		MA S 11.2.1.c Classify a function given graphs, tables, or algebraic notation, as linear, quadratic, or neither
	MA S 5.2.1.a Form ordered pairs from a rule such as $y=2x$ , and graph the ordered pairs on a coordinate plane	MA S 6.2.1.c Represent and analyze the relationship between two variables using graphs, tables and one-step equations				MA S 11.2.1.d Identify domain and range of functions represented in either algebraic or graphical form	

<b>Curricular Indicators</b>			MA S 7.2.1.b Represent <u>real world situations with proportions</u>	MA S 8.2.1.d Graph proportional relationships <u>and interpret</u> the slope	MA S 11.2.1.e Analyze and graph linear functions and inequalities (point-slope form, slope-intercept form, standard form, intercepts, rate of change, parallel and perpendicular lines, vertical and horizontal lines, and inequalities)		MA S 11.2.1.e Analyze and graph linear functions and inequalities (point-slope form, slope-intercept form, standard form, intercepts, rate of change, parallel and perpendicular lines, vertical and horizontal lines, and inequalities)
					MA M 9.2.1.f Analyze and graph absolute value functions (using a table of values)		MA S 11.2.1.f Analyze and graph absolute value functions (finding the vertex, symmetry, transformations, determine intercepts, and minimums or maximums using piecewise definition)
					MA S 11.2.1.g Analyze and graph quadratic functions (standard form, vertex form, finding zeros, symmetry, transformations, determine intercepts, and minimums or maximums)		MA S 11.2.1.g Analyze and graph quadratic functions (standard form, vertex form, finding zeros, symmetry, transformations, determine intercepts, and minimums or maximums)
							MA S 11.2.1.h Represent, interpret, and analyze inverses of functions algebraically and graphically
<b>Algebraic Processes</b>	MA S 5.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.	MA S 6.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations, and inequalities.	MA S 7.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations, and inequalities.	MA S 8.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations, and inequalities.	MA S 11.2.2 Algebraic Processes: Students will apply the operational properties when evaluating rational expressions, and solving linear and quadratic equations, and inequalities.		MA S 11.2.2 Algebraic Processes: Students will apply the operational properties when evaluating rational expressions, and solving linear and quadratic equations, and inequalities.

<b>Curricular Indicators</b>	MA S 5.2.2.a Interpret and evaluate numerical or algebraic expressions using order of operations (excluding exponents)	MA S 6.2.2.a Simplify expressions using the distributive property and combining like terms	MA S 7.2.2.a Solve equations using the distributive property and combining like terms	MA S 8.2.2.a Solve multi-step equations involving rational numbers with the same variable appearing on both sides of the equal sign	MA S 11.2.2.b Identify and explain the properties used in solving equations and inequalities		MA S 11.2.2.b Identify and explain the properties used in solving equations and inequalities
		MA S 6.2.2.b Use substitution to determine if a given value for a variable makes an equation or inequality true	MA S 7.2.2.b Use factoring and properties of operations to create equivalent algebraic expressions. [e.g., $2x + 6 = 2(x + 3)$ ]		MA S 11.2.2.c Simplify algebraic expressions involving integer and rational exponents		MA S 11.2.2.c Simplify algebraic expressions involving integer and rational exponents
					MA M 9.2.2.d Perform operations on rational expressions with a monomial denominators and numerators (add, subtract, multiply, divide, and simplify)		MA S 11.2.2.d Perform operations on rational expressions (add, subtract, multiply, divide, and simplify)
		MA S 6.2.2.c Evaluate numerical expressions, including absolute value and exponents, with respect to order of operations	MA S 7.2.2.c Given the value of the variable(s), evaluate algebraic expressions (including absolute value)				
		MA S 6.2.2.d Given the value of the variable, evaluate algebraic expressions (which many include absolute value) with respect to order of operations (non-negative rational numbers)			MA S 11.2.2.e Evaluate expressions at specified values of their variables (polynomial, rational, radical, and absolute value)		
		MA S 6.2.2.e Solve one-step equations with non-negative rational numbers using addition, subtraction, multiplication and division	MA S 7.2.2.d Solve two-step equations involving rational numbers which include the integers		MA S 11.2.2.f Solve an equation involving several variables for one variable in terms of the others		

<b>Curricular Indicators</b>			MA S 7.2.2.e Solve one-step inequalities involving integers and rational numbers and represent solutions on a number line	MA S 8.2.2.b Solve two-step inequalities involving rational numbers and represent solutions on a number line	MA S 11.2.2.g Solve linear and absolute value equations and inequalities		
		MA S 6.2.2.f Use equivalent ratios relating quantities with whole-numbers and find missing values in the tables					
		MA S 6.2.2.g Represent inequalities on a number line, e.g., graph $x > 3$			MA S 11.2.2.h Analyze and solve systems of two linear equations and inequalities in two variables algebraically and graphically		MA S 11.2.2.h Analyze and solve systems of two linear equations and inequalities in two variables algebraically and graphically
					MA S 11.2.2.i Perform operations (addition, subtraction, multiplication, and division) on polynomials		MA S 11.2.2.i Perform operations (addition, subtraction, multiplication, and division) on
					MA S 11.2.2.j Factor polynomials to include factoring out monomial terms and factoring quadratic expressions		MA S 11.2.2.j Factor polynomials to include factoring out monomial terms and factoring quadratic expressions
					MA S 11.2.2.k Recognize polynomial multiplication patterns and their related factoring patterns (e.g., $(a + b)^2 = a^2 + 2ab + b^2$ , $a^2 - b^2 = (a + b)(a - b)$ )		

<b>Curricular Indicators</b>					MA S 11.2.2.1 Make the connection between the factors of a polynomial and the zeros of a polynomial		
							MA S 11.2.2.m Combine functions by composition and perform operations on functions (addition, subtraction, multiplication, division)
					MA M 9.2.2.m Solve quadratic equations involving real numbers		MA S 11.2.2.n Solve quadratic equations involving real coefficients and real or imaginary roots
					MA S 11.2.2.a Convert equivalent rates (e.g., miles per hour to feet per second)		
<b>Applications</b>	MA S 5.2.3 Applications: Students will solve real-life problems involving equations with fractions and mixed numbers.	MA S 6.2.3 Applications: Students will solve real world problems involving ratios, unit rates, and percents.	MA S 7.2.3 Applications: Students will solve real world problems involving expressions, equations, and inequalities.	MA S 8.2.3 Applications: Students will solve real world problems involving multi-step equations and multi-step inequalities.	MA S 11.2.3 Applications: Students will solve real world problems involving linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions.		MA S 11.2.3 Applications: Students will solve real world problems involving linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions.

<b>Curricular Indicators</b>	MA S 5.2.3.a Solve real-life problems using equations involving fractions and mixed numbers using addition and subtraction	MA S 6.2.3.a Write equations (e.g., one operation, one variable) to represent real-life problems comprised of non-negative rational numbers	MA S 7.2.3.a Describe and write linear equations from words and tables	MA S 8.2.3.a Describe and write equations from words, patterns, and tables	MA S 11.2.3.a Analyze, model, and solve real-life problems using various representations (graphs, tables, linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions)		MA S 11.2.3.a Analyze, model, and solve real-life problems using various representations (graphs, tables, linear equations and inequalities, systems of linear equations, quadratic, exponential, square root, and absolute value functions)
	MA S 5.2.3.b Solve real-life problems involving addition and subtraction of fractions and mixed numbers with unlike denominators	MA S 6.2.3.b Solve real-life problems involving non-negative rational numbers	MA S 7.2.3.b Write a two-step equation to represent real world problems involving rational numbers in any form	MA S 8.2.3.b Write an equation to represent real-life problems comprised of rational numbers in any form (whole numbers, fractions, and decimals)			
		MA S 6.2.3.c Solve real-life problems involving percents of numbers	MA S 7.2.3.c Solve real world problems with equations that involve rational numbers in any form	MA S 8.2.3.c Solve real-life multi-step problems comprised of rational numbers in any form (whole numbers, fractions, and decimals)			
		MA S 6.2.3.d Solve real-life problems using ratios and unit rates	MA S 7.2.3.d Solve real world problems comprised of inequalities				
			MA S 7.2.3.e Use proportional relationships to solve real-life problems, including percent problems, (e.g., % increase, % decrease, mark-up, tip)				



### K-12 Comprehensive Standard: Geometry

Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

Concept	Fifth Grade	Integrated Math I	Integrated Math II	Integrated Math III	Algebra I	Geometry	Algebra II
<b>Characteristics</b>	MA S 5.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 6.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 7.3.1 Characteristics: Students will identify and describe geometric characteristics and create two-dimensional shapes.	MA S 8.3.1 Characteristics: Students will identify and describe geometric characteristics and create two-dimensional shapes.	MA S 11.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 11.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	MA S 11.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.
<b>Curricular Indicators</b>	MA S 5.3.1.a Identify three-dimensional figures	MA S 6.3.1.a Identify and create nets to represent two-dimensional drawings of prisms, pyramids, cylinders and cones			MA M 9.3.1.a Know and use precise definitions based on the undefined terms of perpendicular lines and parallel lines	MA M 10.3.1.a Know and use precise definitions of ray, line segment, angle, and congruence based on the defined terms of geometry: point, line and plane	
	MA S 5.3.1.b Justify the classification of two-dimensional figures based on their properties			MA S 8.3.1.b Identify and apply geometric properties of parallel lines cut by a transversal and the resulting corresponding, alternate interior, and alternate exterior angles to find missing measures		MA S 11.3.1.b Prove geometric theorems about angles, triangles, congruent triangles, similar triangles, parallel lines with transversals, and quadrilaterals using deductive reasoning	
						MA S 11.3.1.c Apply geometric properties to solve problems involving similar triangles, congruent triangles, quadrilaterals, and other polygons	

<b>Curricular Indicators</b>	MA S 5.3.1.c Identify faces, edges, and vertices of rectangular prisms						
			MA S 7.3.1.a Apply and use properties of adjacent, complementary, supplementary, and vertical angles to find missing angle measures	MA S 8.3.1.a Determine and use the relationships of the interior angles of a triangle to solve for missing measures			
						MA S 11.3.1.d Identify and apply right triangle relationships including sine, cosine, tangent, special right triangles, and the converse of the Pythagorean Theorem	
						MA S 11.3.1.e Create geometric models to visualize, describe, and solve problems using similar triangles, right triangles, and trigonometry	
						MA S 11.3.1.f Know and use precise definitions and terminology of circles, including central angle, inscribed angle, arc, intercepted arc, chord, secant, and tangent	
						MA S 11.3.1.g Apply the properties of central angles, inscribed angles, angles formed by intersecting chords, and angles formed by secants and/or tangents to find the measures of angles related to the circle	

<b>Curricular Indicators</b>			MA S 7.3.1.b Draw triangles (freehand using a ruler and a protractor, and using technology) with given conditions of three measures of angles or sides, and notice when the conditions determine a unique triangle, more than one triangle, or no triangle			MA S 11.3.1.h Sketch, draw, and construct appropriate representations of geometric objects using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software	
			MA M 7.3.1.c Notice when the conditions determine a unique triangle, more than one triangle, or no triangle				
						MA M 10.3.1.b (AT) Prove and apply properties of lengths of chords, secant segments, and tangent segments	
<b>Coordinate Geometry</b>	MA S 5.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 6.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 7.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 8.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 11.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 11.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 11.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.
<b>Curricular Indicators</b>	MA S 5.3.2.a Identify the origin, x axis, and y axis of the coordinate plane	MA S 6.3.2.a Identify the ordered pair of a given point in the coordinate plane	No additional indicator(s) at this level. Mastery is expected at previous grade levels			MA S 11.3.2.a Derive and apply the midpoint formula	
	MA S 5.3.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers	MA S 6.3.2.b Plot the location of an ordered pair in the coordinate plane			MA S 11.3.2.b Use coordinate geometry to analyze linear relationships to determine if lines are parallel or perpendicular		

<b>Curricular Indicators</b>					MA S 11.3.2.c Given a line, write the equation of a line that is parallel or perpendicular to it		
		MA S 6.3.2.e Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area				MA S 11.3.2.d Derive and apply the distance formula	
		MA S 6.3.2.d Draw polygons in the coordinate plane given coordinates for the vertices				MA S 11.3.2.e Use coordinate geometry to prove triangles are right, acute, obtuse, isosceles, equilateral, or scalene	
						MA S 11.3.2.f Use coordinate geometry to prove quadrilaterals are trapezoids, isosceles trapezoids, parallelograms, rectangles, rhombi, kites, or squares	
		MA S 6.3.2.c Identify the quadrant of a given point in the coordinate plane		MA S 8.3.2.a Perform and describe positions and orientation of shapes under single transformations including rotations (in multiples of 90 degrees about the origin), translations, reflections, and dilations on and off the coordinate plane		MA S 11.3.2.g Perform and describe positions and orientation of shapes under a single translation using algebraic notation on a coordinate plane	
				MA S 8.3.2.b Find congruent two-dimensional figures and define congruence in terms of a series of transformations		MA S 11.3.2.h Perform and describe positions and orientation of shapes under a rotation about the origin in multiples of 90 degrees using algebraic notation on a coordinate plane	

<b>Curricular Indicators</b>						MA S 11.3.2.i Perform and describe positions and orientation of shapes under a reflection across a line using algebraic notation on a coordinate plane	
				MA S 8.3.2.c Find similar two-dimensional figures and define similarity in terms of a series of transformations		MA S 11.3.2.j Perform and describe positions and orientation of shapes under a single dilation on a coordinate plane	
						MA S 11.3.2.k Derive the equation of a circle given the radius and the center	
<b>Measurement</b>	MA S 5.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 6.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 7.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 8.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 8.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 11.3.3 Measurement: Students will perform and compare measurements and apply formulas.	MA S 11.3.3 Measurement: Students will perform and compare measurements and apply formulas.
<b>Curricular Indicators</b>	MA S 5.3.3.a Recognize that solid figures have volume that is measured in cubic units	MA S 6.3.3.a Determine the area of quadrilaterals, including parallelograms and trapezoids, and triangles by composition and decomposition of polygons as well as application of formulas	MA S 7.3.3.a Solve real world problems involving perimeter and area of composite shapes made from triangles, quadrilaterals and polygons				
	MA S 5.3.3.d Generate conversions within a system of measurement including smaller to larger units					MA S 11.3.3.a Convert between various units of length, area and volume (e.g., such as square feet to square yards)	
							MA S 11.3.3.b Convert between metric and standard units of measurement

<b>Curricular Indicators</b>				MA S 8.3.3.a Explain a model of the Pythagorean Theorem			
	MA S 5.3.3.b Use concrete and pictorial models to measure the volume of rectangular prisms in cubic units by counting cubic units	MA S 6.3.3.b Determine the surface area of rectangular prisms and triangular prisms using nets	MA S 7.3.3.b Solve real world problems involving surface area and volume of composite shapes made from rectangular and triangular prisms	MA S 8.3.3.b Apply the Pythagorean Theorem to find missing side lengths and to solve real world problems		MA S 11.3.3.c Apply the effect of a scale factor to determine the length, area, and volume of similar two- and three-dimensional shapes and solids	
				MA S 8.3.3.c Find the distance between any two points on the coordinate plane using the Pythagorean Theorem			
	MA S 5.3.3.c Apply volume formulas for right rectangular prisms		MA S 7.3.3.c Determine the area and circumference of circles both on and off the coordinate plane			MA S 11.3.3.d Find arc length and area of sectors of a circle	
		MA S 6.3.3.c Apply volume formulas for right rectangular prisms		MA S 8.3.3.d Determine the volume of cones, cylinders, and spheres, and solve real-world problems using volumes		MA S 11.3.3.e Determine surface area and volume of spheres, cones, pyramids, and prisms using formulas and appropriate units	

**K-12 Comprehensive Standard: Data**

Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

Concept	Fifth Grade	Integrated Math I	Integrated Math II	Integrated Math III	Algebra I	Geometry	Algebra II
<b>Representations</b>	MA S 5.4.1 Representations: Students will create displays that represent the data.	MA S 6.4.1 Representations: Students will create displays that represent the data.	MA S 7.4.1 Representations: Students will create displays that represent the data.	MA S 8.4.1 Representations: Students will create displays that represent the data.	MA S 11.4.1 Representations: Students will create displays that represent the data.	MA S 11.4.1 Representations: Students will create displays that represent the data.	MA S 11.4.1 Representations: Students will create displays that represent the data.
<b>Curricular Indicators</b>		MA S 6.4.1.a Represent data using line plots (dot plots), box plots, and histograms	MA S 7.4.1.a Represent data using circle graphs	MA S 8.4.1.a Represent bivariate data (i.e., ordered pairs) using scatter plots	No additional indicator(s) at this level. Mastery is expected at previous grade levels		
<b>Analysis &amp; Applications</b>	MA S 5.4.2 Analysis & Applications: Students will analyze data to address the situation.	MA S 6.4.2 Analysis & Applications: Students will analyze data to address the situation.	MA S 7.4.2 Analysis & Applications: Students will analyze data to address the situation.	MA S 8.4.2 Analysis & Applications: Students will analyze data to address the situation.	MA S 11.4.2 Analysis & Applications: Students will analyze data to address the situation.	MA S 11.4.2 Analysis & Applications: Students will analyze data to address the situation.	MA S 11.4.2 Analysis & Applications: Students will analyze data to address the situation.
<b>Curricular Indicators</b>	MA S 5.4.2.a Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables and bar graphs	MA S 6.4.2.a Solve problems using information presented in line plots, dot plots, box plots, and histograms	MA S 7.4.2.a Solve problems using information presented in circle graphs	MA S 8.4.2.a Solve problems and make predictions using an approximate line of best fit		<del>MA S 11.4.2.e Develop linear equations for linear models to predict unobserved outcomes using the regression line and correlation coefficient with technology</del>	<a href="#">MA S 11.4.2.e Develop linear equations for linear models to predict unobserved outcomes using the regression line and correlation coefficient with technology</a>
		MA S 6.4.2.b Compare and interpret data sets based upon their graphical representations (center, spread and shape)				<del>MA S 11.4.2.f Describe the shape, identify any outliers, and determine the spread of a data set</del>	<a href="#">MA S 11.4.2.f Describe the shape, identify any outliers, and determine the spread of a data set</a>

<b>Curricular Indicators</b>		MA S 6.4.2.c Find and interpret the mean, median, mode, and range for a set of data				<del>MA S 11.4.2.b Explain how transformations of data, including outliers, affect measures of central tendency</del>	<a href="#">MA S 11.4.2.b Explain how transformations of data, including outliers, affect measures of central tendency</a>
		MA S 6.4.2.d Compare the mean, median, mode, and range from two sets of data				<del>MA S 11.4.2.a Identify and compute measures of central tendency (mean, median, mode) when provided data both with and without technology</del>	<a href="#">MA S 11.4.2.a Identify and compute measures of central tendency (mean, median, mode) when provided data both with and without technology</a>
						<del>MS S 11.4.2.c Compare data sets and formulate conclusions</del>	<a href="#">MS S 11.4.2.c Compare data sets and formulate conclusions</a>
			MA S 7.4.2.b Explain the difference between a population and a sample			<del>MA S 11.4.2.d Support conclusions with valid arguments</del>	<a href="#">MA S 11.4.2.d Support conclusions with valid arguments</a>
			MA S 7.4.2.c Generate conclusions about a population based upon a random sample			<del>MA S 11.4.2.g Explain the impact of sampling methods, bias, and the phrasing of questions asked during data collection, and the conclusions that can rightfully be made</del>	<a href="#">MA S 11.4.2.g Explain the impact of sampling methods, bias, and the phrasing of questions asked during data collection, and the conclusions that can rightfully be made</a>
			MA S 7.4.2.d Determine and critique biases in different data representations			<del>MA S 11.4.2.h Explain the differences between a randomized experiment and observational studies</del>	<a href="#">MA S 11.4.2.h Explain the differences between a randomized experiment and observational studies</a>
						<del>MA S 11.4.2.i Using scatter plots, analyze patterns and describe relationships in paired data</del>	<a href="#">MA S 11.4.2.i Using scatter plots, analyze patterns and describe relationships in paired data</a>
						<del>MA S 11.4.2.j Recognize when arguments based on data confuse correlation with causation</del>	<a href="#">MA S 11.4.2.j Recognize when arguments based on data confuse correlation with causation</a>



<i>Curricular Indicators</i>						<del>MA S 11.4.2.k Interpret data represented by the normal distribution, formulate conclusions, and recognize that some data sets are not normally distributed</del>	<a href="#">MA S 11.4.2.k Interpret data represented by the normal distribution, formulate conclusions, and recognize that some data sets are not normally distributed</a>
<b>Probability</b>	MA S 5.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 6.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 7.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 8.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 11.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 11.4.3 Probability: Students will interpret and apply concepts of probability.	MA S 11.4.3 Probability: Students will interpret and apply concepts of probability.
<i>Curricular Indicators</i>		No additional indicator(s) at this level	MA S 7.4.3.a Generate a list of possible outcomes for a simple event	No additional indicator(s) at this level. Mastery is expected at previous grade levels.	MA S 11.4.3.a Construct sample spaces and probability distributions		
			MA S 7.4.3.b Describe the theoretical probability of an event using a fraction, percentage, decima				
			MA S 7.4.3.c Find theoretical probabilities for independent events				
			MA S 7.4.3.d Perform simple experiments and express the degree of likelihood (possible, impossible, certain, more likely, equally likely, or less likely); write as fractions and percentages				
			MA S 7.4.3.e Find experimental probability for independent events		MA M 9.4.3.d Identify dependent and independent events and calculate their probabilities		

<b>Curricular Indicators</b>			MA S 7.4.3.f Compare and contrast theoretical and experimental probabilities.				
			MA S 7.4.3.g Find the probability of dependent compound events		MA S 11.4.3.b Use the appropriate counting techniques to determine the probability of an event		
			MA S 7.4.3.h Identify complementary events and calculate their probabilities		MA S 11.4.3.c Determine if events are mutually exclusive and calculate their probabilities in either case		

<u>Course</u>	<u>Fifth Grade Mathematics</u>	<u>Integrated Math I</u>	<u>Integrated Math II</u>	<u>Integrated Math III</u>	<u>Algebra I</u>	<u>Geometry</u>	<u>Algebra II</u>
<u>Primary Materials</u>	<a href="#">Math Expressions (Houghton Mifflin Harcourt 2011/2018)</a>  <a href="#">Saxon Mathematics (Houghton Mifflin Harcourt) CORE Program (Cather &amp; Disney)</a>	<a href="#">Big Ideas Math: A Bridge to Success Course 1 (Houghton Mifflin Harcourt, 2014)</a>	<a href="#">Big Ideas Math: A Bridge to Success Course 2 Accelerated (Houghton Mifflin Harcourt, 2014)</a>	<a href="#">Big Ideas Math: A Bridge to Success Course 3 (Houghton Mifflin Harcourt, 2014)</a>	<a href="#">MPS Teacher Created Digital Textbook</a>  Algebra 1 Concepts and Skills (current resource, 2008) Alg I: Foundations 1 & Alg I/Geo: Foundations 2  Geometry 1 Concepts and Skills (current resource, 2008) Alg I/Geo: Foundations 2	<a href="#">MPS Teacher Created Digital Textbook</a>  Geometry 1 Concepts and Skills (current resource, 2008) Alg I/Geo: Foundations 2 & Geo/Alg II: Foundations 3  Algebra 2 Concepts and Skills (current resource, 2010) Geo/Alg II: Foundations 3	<a href="#">MPS Teacher Created Digital Textbook</a>  Algebra 2 Concepts and Skills (current resource, 2010) Alg II: Foundations 4

**ADVANCED MATHEMATICS TOPICS MATRIX**

<b>K-12 Comprehensive Standard: Number</b> Students will communicate number concepts using multiple representations to reason, solve problems, and make connections within Mathematics and across disciplines.				
Concept	College Algebra	Honors/ Precalculus	AP Calculus	AP Statistics
<b>Numeric Relationships</b>	MA S 12.1 Number: Students will communicate number sense concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.1 Number: Students will communicate number sense concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.1 Number: Students will communicate number sense concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.1 Number: Students will communicate number sense concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.
<b>Curricular Indicators</b>	MA S.12.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among the complex numbers	MA S.12.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among the complex numbers		
		MA S 12.1.1.a (AT) Graph complex numbers on the complex plane		
		MA S 12.1.1.b (AT) Determine the magnitude of complex numbers		
	MA S 12.1.1.c (AT) Use Matrices to represent and manipulate data	MA S 12.1.1.c (AT) Use Matrices to represent and manipulate data		
	MA S 12.1.1.d (AT) Recognize the role that additive and multiplicative identities play in matrix operations	MA S 12.1.1.d (AT) Recognize the role that additive and multiplicative identities play in matrix operations		
	MA S 12.1.1.e (AT) Recognize that, unlike multiplication of numbers, matrix multiplication for square Matrices is not a commutative operation, but still satisfies the associative and distributive properties	MA S 12.1.1.e (AT) Recognize that, unlike multiplication of numbers, matrix multiplication for square Matrices is not a commutative operation, but still satisfies the associative and distributive properties		

<i>Curricular Indicators</i>		MA S 12.1.1.f (AT) Derive and use the formulas for the general term and summation of finite arithmetic and geometric series	MA M 12.1.1.a (AT) Derive and use the formulas for the general term and summation of geometric series	
<b>Numeric Relationships</b>	MA S 12.1.2 Operations: Students will compute with Matrices.	MA S 12.1.2 Operations: Students will compute with Matrices.		
<i>Curricular Indicators</i>	MA S 12.1.2.a (AT) Multiply Matrices by scalars to produce new Matrices.	MA S 12.1.2.a (AT) Multiply Matrices by scalars to produce new Matrices.		
	MA S 12.1.2.b (AT) Add, subtract, and multiply Matrices of appropriate dimensions.	MA S 12.1.2.b (AT) Add, subtract, and multiply Matrices of appropriate dimensions.		

**K-12 Comprehensive Standard: Algebra**

Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within Mathematics and across disciplines.

Concept	College Algebra	Honors/Precalculus	AP Calculus	AP Statistics
<b>Algebraic Relationships</b>	MA S 12.2 Algebra: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.2 Algebra: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.2 Algebra: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.2 Algebra: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.
<b>Curricular Indicators</b>	<b>MA M 12.2.1</b> Algebraic Relationships: Students will demonstrate, represent, and show relationships with non-linear functions	MA S 12.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with non-linear and trigonometric functions	MA S 12.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with non-linear and trigonometric functions	
	<b>MA M 12.2.1.a (AT)</b> Analyze and graph non-linear functions, e.g., quadratic, square root, logarithmic, rational, higher-order polynomials, absolute value, and piecewise	MA S 12.2.1.a (AT) Analyze and graph non-linear functions (e.g., quadratic, trigonometric, square root, logarithmic, rational, higher-order polynomials, exponential, absolute value, piecewise, and sinusoidal)	MA S 12.2.1.a (AT) Analyze and graph non-linear functions (e.g., quadratic, trigonometric, square root, logarithmic, rational, higher-order polynomials, exponential, absolute value, piecewise, and sinusoidal)	
		MA S 12.2.1.c (AT) Evaluate sine, cosine, and tangent functions at positive and negative multiples of 30 and 45 degrees		
		MA S 12.2.1.d (AT) Create new functions out of existing functions using addition, subtraction, multiplication, division, translation, dilation, and composition		
		MA S 12.2.1.b (AT) Use the unit circle to define the trigonometric functions on all real numbers		
		MA S 12.2.1.e (AT) Use limits to describe the behavior of a function near its asymptotes and removable discontinuities	MA S 12.2.1.e (AT) Use limits to describe the behavior of a function near its asymptotes and removable discontinuities	

<i>Curricular Indicators</i>		MA S 12.2.1.f (AT) Understand that the radian measure of an angle is the length of the arc on the unit circle subtended by that angle		
		MA S 12.2.1.g (AT) Convert between radian and degree measures of an angle		
		<b>MA M 12.2.1.h Use arc length and angular velocity formulas</b>		
<b>Algebraic Processes</b>		MA S 12.2.2 Algebraic Processes: Students will apply the identities when evaluating and solving trigonometric equations.	MA S 12.2.2 Algebraic Processes: Students will apply the identities when evaluating and solving trigonometric equations.	
<i>Curricular Indicators</i>		MA S 12.2.2.a (AT) Use trigonometric identities to solve trigonometric equations	MA S 12.2.2.a (AT) Use trigonometric identities to solve trigonometric equations	
		<b>MA M 12.2.2.b Prove trigonometric identities</b>		
		MA S 12.2.2.b (AT) Explain symmetry (odd and even) and periodicity of trigonometric functions		
		MA S 12.2.2.c (AT) Create an invertible function from a non-invertible function by restricting the domain (e.g., arcsin, arcos, and arctan)		
		MA S 12.2.2.d (AT) Find the period, amplitude, and midline of a trigonometric function of the form $y = A + B\sin(Cx)$ , where A, B, and C are parameters, and identify these properties on a graph of the function		

<b>Algebraic Applications</b>		MA S 12.2.3 Applications: Students will solve real-life problems involving trigonometric functions.	MA S 12.2.3 Applications: Students will solve real-life problems involving trigonometric functions.	
<b>Curricular Indicators</b>		MA S 12.2.3.a (AT) Model periodic events with specified amplitude, frequency, and shifts	<del>MA S 12.2.3.a (AT) Model periodic events with specified amplitude, frequency, and shifts</del>	
		MA S 12.2.3.b (AT) Solve real world problems using trigonometric and inverse trigonometric functions		

**K-12 Comprehensive Standard: Geometry**

Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within Mathematics and across disciplines.

Concept	College Algebra	Honors/ Precalculus	AP Calculus	AP Statistics
<b>Characteristics</b>		MA S 12.3 Geometry: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	MA S 12.3 Geometry: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.	
<b>Curricular Indicators</b>		MA S 12.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes	MA S 12.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes	
		MA S 12.3.1.a (AT) Apply the Law of Sines and the Law of Cosines to find unknown measures in triangles		
		MA M 12.3.1.b Apply the six trigonometric ratios to solve right triangles		
<b>Coordinate Geometry</b>	MA S 12.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 12.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	MA S 12.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	
<b>Curricular Indicators</b>		MA S 12.3.2.a (AT) Identify features of a function (e.g., local and global maxima and minima, concavity, approximate locations of points of inflection and vertical and horizontal asymptotes) from its graph		
		MA S 12.3.2.b (AT) Identify symmetry properties of a function (e.g., axis of symmetry of a parabola) and know the connection between its symmetry properties and specific transformations		
		MA S 12.3.2.c (AT) Recognize that vector quantities have both Magnitude and direction and can be represented by directed line segments		



<i>Curricular Indicators</i>		MA S 12.3.2.d (AT) Add and subtract vectors graphically and algebraically		
		MA S 12.3.2.e (AT) Perform scalar multiplication of a vector and show it graphically		
		<b>MA M 12.3.2.g (AT)</b> <b>Find the dot product of two vectors</b>		
	MA S 12.3.2.f (AT) Derive the equations of parabolas, ellipses, and hyperbolas from a graph or given parameters	MA S 12.3.2. f (AT) Derive the equations of parabolas, ellipses, and hyperbolas from a graph or given parameters		
			MA S 12.3.2. g (AT) Determine the three-dimensional object created by rotating or revolving a two-dimensional object about an axis	
			MA S 12.3.2.h (AT) Determine the shape of a two-dimensional cross-section of a three-dimensional object	
		<b>MA M 12.3.2.i</b> <b>Use trigonometric form to perform operations on complex numbers</b>		
		<b>MA M 12.3.2.j</b> <b>Convert coordinates and equations between rectangular and polar form</b>		
<b>Measurement</b>			MA S 12.3.3 Measurement: Students will perform and compare measurements and apply formulas.	
<i>Curricular Indicators</i>			MA S 12.3.3.a (AT) Use Cavalieri's Principle to determine the volume of a sphere and other solid figures	
			<b>MA S 12.3.3.b (AT)</b> <b>Determine the tolerance interval and percent of error in measurement</b>	<a href="#">MA S 12.3.3.a (AT)</a> <a href="#">Determine the tolerance interval and percent of error in measurement</a>

**K-12 Comprehensive Standard: Data**

Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within Mathematics and across disciplines.

<b>Concept</b>	<b>College Algebra</b>	<b>Honors/ Precalculus</b>	<b>AP Calculus</b>	<b>AP Statistics</b>
<b>Characteristics</b>				MA S 12.4 Data: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and Make connections within Mathematics and across disciplines.
<b>Representations</b>				MA S 12.4.1 Representations: Students will create displays that represent the data.
<i>Curricular Indicators</i>				No additional indicator(s) at this level. Mastery is expected at previous grade levels.
<b>Analysis &amp; Applications</b>				MA S 12.4.2 Analysis & Applications: Students will analyze data to address the situation
<i>Curricular Indicators</i>				MA S 12.4.2.a (AT) Make inferences and justify conclusions from sample surveys, experiments, and observational studies
<b>Probability</b>				MA S 12.4.3 Probability: Students will interpret and apply concepts of probability.
<i>Curricular Indicators</i>				MA S 12.4.3.a (AT) Calculate the expected value of a random variable and interpret it as the mean of a probability distribution
				MA S 12.4.3.b (AT) Determine possible outcomes of a decision by assigning probabilities to outcome values and finding expected values
				MA S 12.4.3.c (AT) Evaluate and compare strategies on the basis of expected values
				MA S 12.4.3.d (AT) Analyze decisions and strategies using probability concepts, e.g., medical testing and product testing

<u>Course</u>	<u>College Algebra</u>	<u>Honors/ Precalculus</u>	<u>AP Calculus</u>	<u>AP Statistics</u>
<u>Primary Materials</u>	<a href="#">Algebra &amp; Trigonometry, 10<sup>th</sup> Edition (Pearson, 2016)</a>	<a href="#">PreCalculus: Graphical, Numerical, Algebraic, 9<sup>th</sup> Edition (Pearson 2015)</a>	<a href="#">Calculus Early Transcendentals, 13<sup>th</sup> Edition (Pearson, 2014)</a>	<a href="#">Stats Modeling the World, 5<sup>th</sup> Edition (Pearson, 2015)</a>

<b>Advanced Topics Specialized Concepts and Skills</b> Students will investigate specialized concepts and skills derived from Calculus and Statistics.		
<b>Specialized Concepts and Skills</b>	<b>AP Calculus</b>	<b>AP Statistics</b>
	MA M 12.5 Students will investigate specialized concepts and skills derived from Calculus and Statistics.	MA M 12.5 Students will investigate specialized concepts and skills derived from Calculus and Statistics.
	MA M 12.5.1 Communicate calculus concepts using a multi-representational approach with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.	MA M 12.5.2 Apply major statistical concepts and tools to collect, analyze, and draw conclusions from data
<b>Curricular Indicators</b>	MA M 12.5.1.a (AT) Analyze an assortment of functions by describing their asymptotic behavior, continuity, and limits at various functional values	MA M 12.5.2.a (AT) Demonstrate understanding of graphical and numerical techniques to study patterns and departures from patterns, with emphasis on interpreting graphical and numerical displays and summaries
	MA M 12.5.1.b (AT) Demonstrate relationships between functions and their derivatives	MA M 12.5.2.b (AT) Collect data according to a well-developed plan, deciding upon a method of data collections and analysis
	MA M 12.5.1.c (AT) Calculate, interpret and apply Riemann sums to the definite integral	MA M 12.5.2.c (AT) Utilize probability as a tool for anticipating what the distribution of data should look like under a given model
	MA M 12.5.1.d (AT) Interpret the convergence and divergence of series (BC only)	MA M 12.5.2.d (AT) Apply statistical inference for selecting models and drawing conclusions for the data

# APPENDIX

## NEBRASKA MATHEMATICS PROCESSES

The Nebraska Mathematical Processes reflect overarching processes that students should master as they work towards college and career readiness. The Nebraska Mathematical Processes reflect the interaction of skills necessary for success in math coursework as well as the ability to apply math knowledge and processes within real-world contexts. The processes highlight the applied nature of math within the workforce and clarify the expectations held for the use of mathematics in and outside of the classroom.

The Nebraska Mathematical Processes reflect overarching processes that students should master as they work towards college and career readiness. The Nebraska Mathematical Processes reflect the interaction of skills necessary for success in math coursework as well as the ability to apply math knowledge and processes within real-world contexts. The processes highlight the applied nature of math within the workforce and clarify the expectations held for the use of mathematics in and outside of the classroom.

### **1. Solves mathematical problems.**

Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.

### **2. Models and represents mathematical problems.**

Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model.

### **3. Communicates mathematical ideas effectively.**

Students will communicate mathematical ideas effectively and appropriately critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.

### **4. Makes mathematical connections.**

Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.

## PK-12 MATHEMATICS INSTRUCTIONAL BEST PRACTICES

Best Practice	Teacher Evidence	Student Evidence
Establishing Math goals	<ul style="list-style-type: none"> <li>● Teacher is communicating goals with students</li> <li>● Goals or objectives are posted</li> <li>● Teacher has planned based on the needs of the students</li> <li>● Intentional standards based on planning instruction</li> <li>● Teachers have an understanding of the standard</li> </ul>	<ul style="list-style-type: none"> <li>● Students regulate their own learning</li> <li>● Students can identify the goals they are working on</li> </ul>
Implement tasks that promote reasoning and problem solving	<ul style="list-style-type: none"> <li>● Teachers have planned purposeful questioning</li> <li>● Model think alouds</li> <li>● Teachers provide opportunities for group-work</li> <li>● Quality versus quantity when it comes to practice</li> <li>● Higher DOK practice</li> </ul>	<ul style="list-style-type: none"> <li>● Students can justify their reasoning</li> <li>● Reason abstractly and quantitatively</li> <li>● Look for and express regularity in repeated reasoning.</li> <li>● Look for different ways to solve problems</li> <li>● Student should have a range of strategies and approaches for problem solving</li> <li>● Students will persevere through problem solving</li> <li>● Students will produce reasonable solutions</li> <li>● Students are actively engaged</li> </ul>
Use and connect mathematical representations	<ul style="list-style-type: none"> <li>● Teachers provide numerous relevant examples</li> <li>● Examples occur in multiple formats and technologies</li> <li>● Provide appropriate tools/manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>● Model with mathematics.</li> <li>● Use appropriate tools strategically.</li> <li>● Establishing connections and seeing similarities between operations, math concepts and problem solving strategies</li> <li>● Discussing mathematical relationships</li> <li>● Applying mathematical prior knowledge to current curriculum</li> </ul>
Pose purposeful questions	<ul style="list-style-type: none"> <li>● Open-ended</li> <li>● Questions are high depth-of-knowledge</li> <li>● Authentic questions</li> </ul>	<ul style="list-style-type: none"> <li>● Construct viable arguments and critique the reasoning of others.</li> <li>● Agreeing / Disagreeing and why?</li> <li>● Revoicing</li> <li>● Students are encouraged to ask meaningful questions</li> </ul>
Support productive struggle in learning mathematics	<ul style="list-style-type: none"> <li>● Facilitator of learning</li> <li>● Demonstrate acceptance of a variety of solutions</li> <li>● Plan for misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>● Students to defend, justify, and explain their method/answer</li> <li>● Students will solve challenging problems</li> <li>● Students will persevere in solving problems</li> <li>● Celebrate mistakes and learn from them</li> <li>● Students will agree and disagree respectfully</li> </ul>

Elicit and use evidence of student thinking	<ul style="list-style-type: none"> <li>● Teachers use Common Formative Assessments</li> <li>● Use student evidence to adjust instruction accordingly</li> </ul>	<ul style="list-style-type: none"> <li>● Attend to precision</li> <li>● Students check for reasonableness</li> </ul>
Build a foundation for conceptual understanding of number sense	<ul style="list-style-type: none"> <li>● Teachers build on students' prior knowledge</li> <li>● Number sense establishes a comfort with numbers, including estimation, mental math, numerical equivalents, a sense of order and magnitude, and a well-developed understanding of place value. Number sense is taught and reinforced in every math problem.</li> <li>● Teachers will use that conceptual knowledge to build procedural fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Look for and make sense of structure</li> <li>● Students make flexible and reasonable estimates</li> <li>● makes mental math easier</li> <li>● quick recall of numbers</li> </ul>
Language Rich Mathematics Classrooms	<ul style="list-style-type: none"> <li>● Ongoing emphasis on use and meaning of mathematical terms</li> <li>● Precise use of mathematical terms, vocabulary, and notation</li> <li>● Number Talks</li> <li>● Talk Moves</li> <li>● Turn and talk</li> <li>● Think, Pair, Share</li> <li>● Collaboration</li> <li>● Group Work</li> </ul>	<ul style="list-style-type: none"> <li>● Precise use of mathematical terms</li> <li>● Talk Moves</li> <li>● Communicate thinking effectively</li> <li>● Appropriately critique the reasoning of others and provide reasoning of mathematical justification</li> <li>● Communicate through writing, speaking and listening</li> </ul>
Models and represents mathematical problems	<ul style="list-style-type: none"> <li>● Connect to real world situations</li> <li>● Demonstrate proper use of models</li> <li>● Provide manipulatives to enhance models</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze relationships to create models in order to solve real-world problems</li> <li>● Describe situations given a model</li> </ul>
Making math relative in real world contexts	<ul style="list-style-type: none"> <li>● Connect to real world situations</li> <li>● Provide opportunities beyond the classroom</li> <li>● Create cross-curricular connections</li> <li>● Connect concepts throughout the year/grade level</li> <li>● Facilitate meaningful mathematical discourse</li> </ul>	<ul style="list-style-type: none"> <li>● Students create problems using mathematical concepts relative to their lives</li> <li>● Make mathematical connections to career interests</li> </ul>

Adapted from: NCTM (2014). *Principles to Action: Ensuring Mathematical Success for All*. NCTM: Reston, VA.

## Millard Public Schools PK-12 Enduring Understandings and Essential Questions

Each mathematics unit within PK-12 Course Guides will include at least one Essential Question across all four Content Strands (Number, Algebra, Geometry, and Data).

Enduring Understandings	Example Essential Questions
<p>Numbers are necessary in our daily lives.</p> <p>Estimating, approximating, and judging the reasonableness of answers are useful tools in everyday life.</p> <p>Operations with numbers are used to solve problems at all levels of mathematics.</p> <p>Mathematical properties of our number system aid in computation.</p> <p>Basic concepts of geometry and spatial relationships are used to construct, draw, describe, and compare geometric models and their transformations to solve problems.</p> <p>Customary, metric, and non-standard units are used to approximate and compute measurements and communicate.</p> <p>Algebra skills and concepts enable us to describe real world phenomena symbolically and graphically, and to model quantitative change.</p> <p>Patterns enable us to discover, analyze, describe, extend, and formulate concrete understandings of mathematical in the real world.</p> <p>The type of data determines how data sets can be collected, organized, displayed, and analyzed.</p> <p>Mathematical problems can be solved in more than one way.</p>	<p>Why are numbers necessary?</p> <p>Why is it important to understand place value of numbers?</p> <p>How are estimates made?</p> <p>When are estimations and approximations appropriate to use?</p> <p>What are some ways quantities can be made?</p> <p>How does knowing basic facts make problem solving easier?</p> <p>How can symbols be used to represent quantities, operations, or relationships?</p> <p>What happens to a quantity when a number is composed in a different way?</p> <p>Where are shapes found in the world?</p> <p>How can shapes be described?</p> <p>How are plane shapes different from solids?</p> <p>Why are objects measured?</p> <p>How can objects be measured?</p> <p>How are measuring units selected?</p> <p>What symbols do we use in mathematical equations?</p> <p>What strategies can be used to find a missing number in an equation?</p> <p>Where are patterns found?</p> <p>How does finding patterns help in counting?</p> <p>What strategies can be used to continue a numerical number sequence?</p> <p>What kinds of questions generate data?</p> <p>What are some ways to gather and record information?</p> <p>What are some ways data can be displayed to communicate information?</p> <p>What strategy is used to solve which math problem?</p> <p>How do you know which strategy to use to solve math problems?</p>

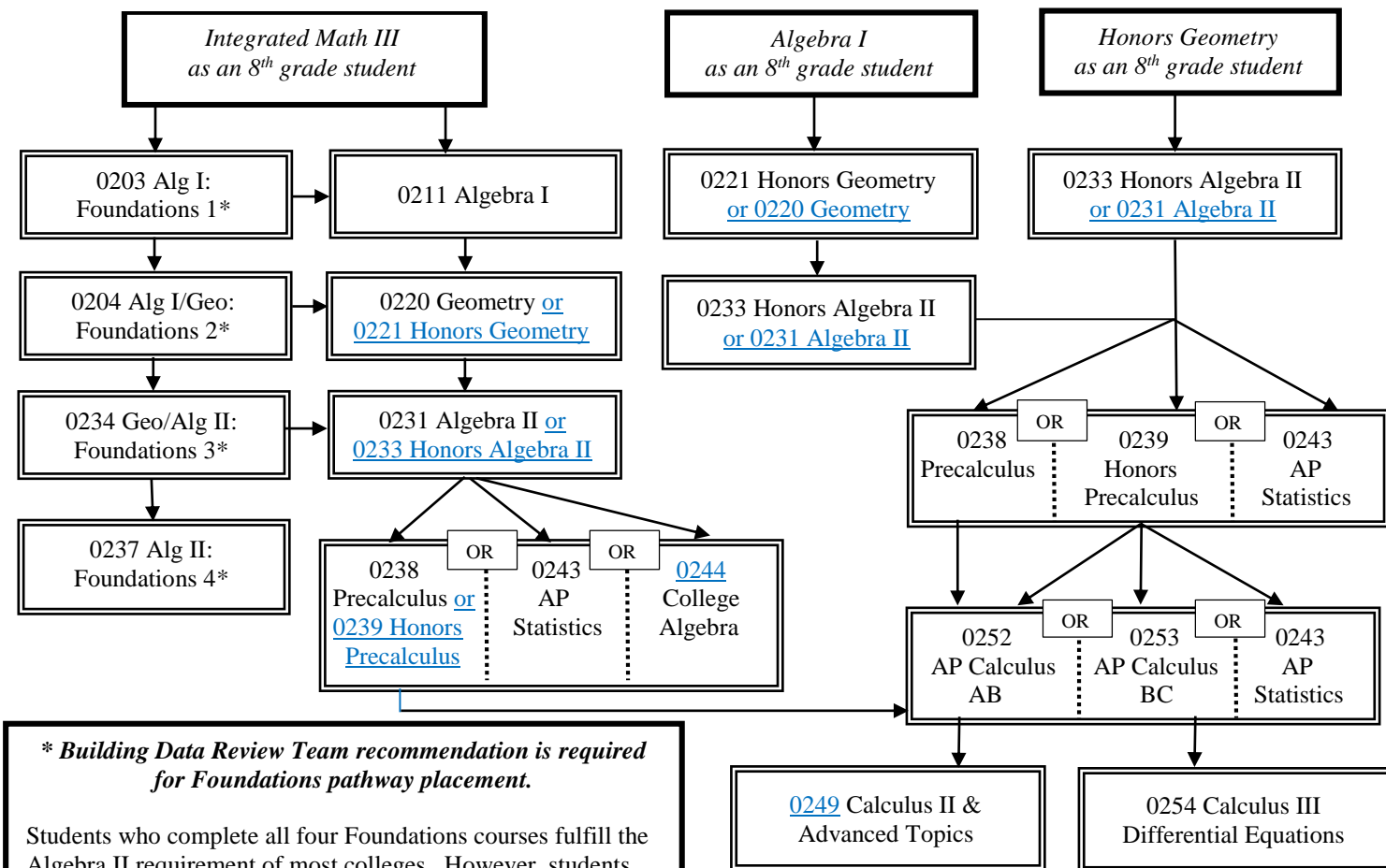


## High School Mathematics Course Offerings Flowchart

A student's 8<sup>th</sup> grade math course determines where a student enters this flowchart in 9<sup>th</sup> grade.

The first course listed in each box indicates the typical progression. Decisions should be based on success in prior mathematics classes.

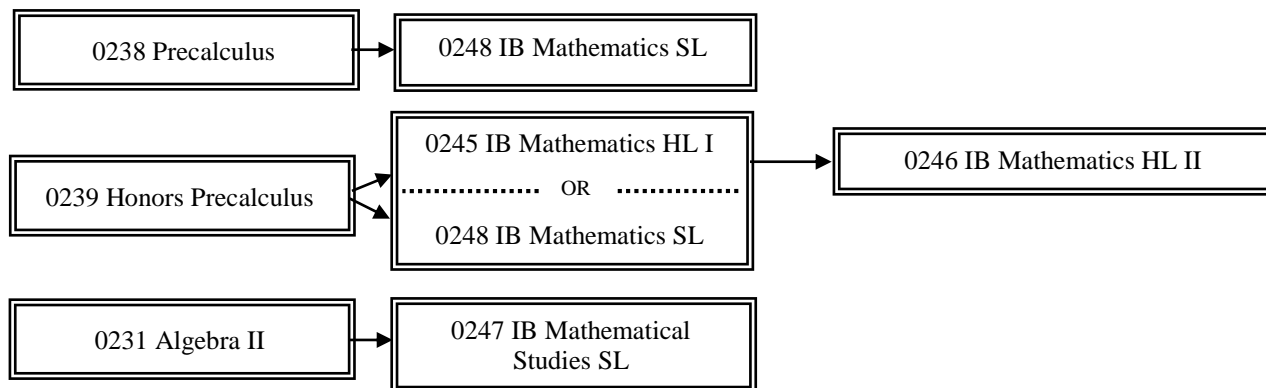
Advanced Placement (AP) Statistics can be taken any time after successful completion of Algebra II, and concurrently with another mathematics course.



**\* Building Data Review Team recommendation is required for Foundations pathway placement.**

Students who complete all four Foundations courses fulfill the Algebra II requirement of most colleges. However, students may need to complete an additional course beyond Algebra II for college admission. Please meet with your guidance counselor to plan accordingly.

### Millard North High School IB Diploma Programme Students Only



### Course Descriptions for Renamed Courses

Previous Course	Proposed Course	Rationale/Impact
Math 6	Integrated Math I	<ul style="list-style-type: none"> <li>• More consistency and vertical articulation from fifth to sixth grades</li> <li>• Balanced emphasis across content strands of mathematics (Number, Algebra, Geometry, and Data)</li> <li>• Greater depth and study of whole numbers, fractions, and decimals; coordinate-plane graphing; mean, median, mode, range; data representations; geometric measurement in two- and three- dimensional figures; percents; ratios; proportions; integers; one-step equations and inequalities</li> </ul>
Challenge Math 6/Math 7	Integrated Math II	<ul style="list-style-type: none"> <li>• Increased opportunities for students to complete advanced mathematics courses regardless of age/grade</li> <li>• Balanced emphasis across content strands of mathematics (Number, Algebra, Geometry, and Data)</li> <li>• Greater depth and study of fractions, decimals, and integers; two-step equations and inequalities, and theoretical/experimental probability; application of percents, ratios, proportions; two- and three- dimensional geometry</li> </ul>
Pre-Algebra	Integrated Math III	<ul style="list-style-type: none"> <li>• Increased opportunities for students to complete advanced mathematics courses</li> <li>• Balanced emphasis across content strands of mathematics (Number, Algebra, Geometry, and Data)</li> <li>• Greater depth and study of multi-step and linear equations and inequalities using rational number operations; number theory; geometric concepts and relationships; application of real number operations, data representation, and proportions</li> </ul>
College Prep Math	College Algebra	<ul style="list-style-type: none"> <li>• Alignment with Metropolitan Community College Early College offering at Millard South High School</li> <li>• Opportunity for students to complete AP Statistics</li> <li>• Option for students who do not want to take Precalculus</li> <li>• Concepts align to understandings needed for required examinations (e.g. ACT)</li> </ul>
	Calculus II & Advanced Topics	<ul style="list-style-type: none"> <li>• Option for students who take AP Calculus AB to continue within their mathematics sequence</li> <li>• Preparation for AP Calculus BC Exam</li> <li>• Potential for Dual Enrollment credit (Calculus II)</li> </ul>
Calculus III Differential Equations		<ul style="list-style-type: none"> <li>• Approved course in 2007, but has yet to be offered due to low enrollment</li> <li>• Pending teacher availability due to the high level of advanced topics</li> <li>• May need to arrange student schedule pending instructor's high school</li> <li>• Course beyond AP level would hold weighted grade credit</li> </ul>

## Course Descriptions

---

### Elementary

---

#### **PRESCHOOL (PK)**

**Description:** Students will develop a deep understanding of number sense by demonstrating, representing, and showing relationships among whole numbers 0-10 within the base-ten number system. Students will count sequences to 20 and demonstrate concepts of cardinality and one-to-one correspondence. Students will solve real life addition and subtraction problems using objects and representations. Students will describe, identify and compare two and three dimensional shapes. Students will sort and classify objects by multiple attributes and will develop understanding of concepts of position, measurement and quantity.

#### **KINDERGARTEN**

**Description:** Students will develop a deep understanding of number sense by counting, reading, writing, using one-to-one correspondence and showing relationships among whole numbers 0-20 within the base-ten system. Students will also fluently add and subtract numbers to 5 and will solve real life problems involving addition and subtraction. Students will compose and decompose numbers using a model, drawing, or equation. Students will describe, identify and compare two and three dimensional shapes. Students will identify, sort and classify objects by size, shape, color, weight, length and other attributes.

#### **FIRST GRADE**

**Description:** Students will develop a deep understanding of number sense concepts using a variety of representations to show relationships among whole numbers. Students will also be able to understand the connections between addition and subtraction within 10 and apply this knowledge to determine missing parts in an equation. Students will identify two-dimensional shapes and demonstrate an understanding by dividing shapes into equal parts and composing new shapes. Students will identify and know the value of dimes and pennies in addition to using them to solve real-life problems. Students will tell time to the hour and half hour as well as compare the measurement of objects. Students will also communicate data analysis/probability concepts using various strategies to solve problems.

#### **SECOND GRADE**

**Description:** Students will apply their knowledge of addition and subtraction strategies to demonstrate, represent, problem solve, and show relationships among whole numbers within the base-ten number system and extend this knowledge to compute fluently and accurately. Students will use their conceptual knowledge of the base-ten number system to show relationships with expressions and equations. Students will communicate geometric concepts and measurement concepts using multiple representations. Students will analyze and communicate about data and probability concepts.

#### **THIRD GRADE**

**Description:** Students will communicate, demonstrate, represent and show relationships between whole numbers, simple fractions and the base ten number system. Students will explore and master the meaning and computation of multiplication and division with whole numbers. Students will identify and describe geometric characteristics and create two and three-dimensional shapes. Students will perform and compare measurements and apply formulas. Students will create, represent and analyze data through the use of problem solving.

#### **FOURTH GRADE**

**Description:** Students will demonstrate, represent, and show relationships among whole numbers, fractions and decimals while solving real-life problems involving equations. Along with numbers and operations, students will be able to describe geometric characteristics, determine location, orientation and relationships on the coordinate planes. Students will perform and compare measurements, and create displays to represent, interpret and analyze data.

**FIFTH GRADE**

**Description:** Students will study addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions. Along with numbers and operations, students will also explore and evaluate algebraic expressions and equations, ordered pairs, coordinate planes, and order of operations. Students will identify characteristics of two-dimensional and three-dimensional figures and will calculate volume within three-dimensional figures. They will formulate questions, make predictions, collect, interpret, and analyze data.

**Middle School****2600 INTEGRATED MATH I**

**Description:** Students will continue the study of multiplication and division of whole numbers and addition, subtraction, multiplication, and division of decimals and fractions through the study of algebraic equations and expressions. They will also study measurement; coordinate-plane graphing; mean, median, mode, and range; data representations; geometric measurement in two- and three-dimensional figures; percents; ratios; proportions; integers; one-step equations and inequalities.

**Prerequisite:** Qualifying test scores on math placement exams

**2700 INTEGRATED MATH II**

**Description:** Students will study operations of fractions, decimals and integers through the study of algebraic equations and expressions. In addition, students will study two-step equations and inequalities and theoretical/experimental probability. Application of percents, ratios, proportions, and two- and three-dimensional geometry will also be studied while comparing measurements, applying mathematical formulas, and analyzing data.

**Prerequisite:** Qualifying test scores on math placement exams or Integrated Math I

**2800 INTEGRATED MATH III**

**Description:** Students will learn to solve multi-step and linear equations and inequalities using rational number operations (pre-algebra applications). They will also study number theory, exponents, square roots, geometric concepts and relationships. Application of real number operations, data representation, and proportions will be extended from Integrated Math II. Justification and application of the Pythagorean Theorem will also be learned.

**Prerequisite:** Qualifying test scores on math placement exams or Integrated Math II.

**0211 ALGEBRA I**

**Description:** Students will explore linear, quadratic, and exponential equations in depth. They will also study probability concepts as an extension of Integrated Math II and Math III. Algebra I is designed for students who have strong understanding of the basics of arithmetic, demonstrated algebraic readiness, and who understand mathematics in a more abstract form.

**Prerequisite:** Integrated Math III

**0221 HONORS GEOMETRY**

**Description:** Students will apply algebraic skills to geometric concepts and build upon previously learned mathematical concepts. This course includes proof of geometric theorems [and extensive study of triangles and circles.](#) ~~and descriptive statistics topics such as measures of central tendency, dispersion, and sampling methods.~~

**Prerequisite:** Algebra I

---

## High School

---

**0203 ALG I: FOUNDATIONS 1****10 Credits**

**Description:** Students who would benefit from reinforcement in basic algebraic skills in order to successfully master algebra concepts may be recommended for this course. Students will solve linear equations and inequalities and analyze solutions. Successful completion of both Alg I: Foundations 1 and Alg I/Geo: Foundations 2 will satisfy the Algebra graduation requirement. Upon completion, students should enroll in either Alg/Geo: Foundations 2 or Algebra I.

**Prerequisite:** Placement recommendation from RtI+I Building Data Team

**0204 ALG I/Geo: FOUNDATIONS 2****10 Credits**

**Description:** Students will investigate and solve problems involving systems of equations, polynomials, exponential equations, and quadratics. They will also study basic two- and three-dimensional geometric concepts including trigonometry and proof. Successful completion of both Alg I: Foundations 1 and Alg I/Geo: Foundations 2 will satisfy the Algebra graduation requirement. Upon completion, students should enroll in either Geo/Alg II: Foundations 3 or Geometry.

**Prerequisite:** Alg I: Foundations 1 and/or placement recommendation from RtI+I Building Data Team

**0211 ALGEBRA I****10 Credits**

**Description:** Students will explore linear, quadratic, and exponential equations in depth. They will also study probability concepts as an extension of the middle school courses: Integrated Math II and III. Algebra I is designed for students who have strong understanding of the basics of arithmetic, demonstrated algebraic readiness, and who understand mathematics in a more abstract form.

**Prerequisite:** None

**0220 GEOMETRY****10 Credits**

**Description:** Students will apply algebraic skills to geometric concepts and build upon previously learned mathematical concepts. This course includes proof of geometric theorems [and extensive study of triangles and circles.](#) ~~and descriptive statistics topics such as measures of central tendency, dispersion, and sampling methods.~~

**Prerequisite:** Algebra I or Alg I/Geo: Foundations 2

**0221 HONORS GEOMETRY****10 Credits**

**Description:** Students will apply algebraic skills to geometric concepts and build upon previously learned mathematical concepts. This course includes proof of geometric theorems [and extensive study of triangles and circles.](#) ~~and descriptive statistics topics such as measures of central tendency, dispersion, and sampling methods.~~ This course will go into greater depth than Geometry and is recommended for students who plan to pursue Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> mathematics classes.

**Prerequisite:** Algebra I

**0231 ALGEBRA II****10 Credits**

**Description:** Students will explore a variety of advanced, integrated algebraic topics such as systems of equations and inequalities, higher-ordered polynomials, and advanced functions. [Descriptive statistics concepts such as measures of central tendency, dispersion, and sampling methods will also be studied.](#) Algebra II completes the three-year mathematics sequence required by many colleges as well as the Millard graduation requirement.

**Prerequisite:** Geometry or Geo/Alg II: Foundations 3

**0233 HONORS ALGEBRA II****10 Credits**

**Description:** Students will further develop understanding of a variety of advanced algebraic topics such as systems of equations and inequalities, higher-ordered polynomials, advanced functions and discrete math topics. [Descriptive statistics concepts such as measures of central tendency, dispersion, and sampling methods will also be studied.](#) This course will go into greater depth than Algebra II and is recommended for

students who plan to pursue Advanced Placement® or International Baccalaureate® mathematics classes.

**Prerequisite:** Honors Geometry

### **0234 GEO/ALG II: FOUNDATIONS 3**

**10 Credits**

**Description:** Students will investigate geometric concepts including both two- and three-dimensional figures, apply geometric properties to solve problems, prove geometric theorems, and use coordinate geometry. Additionally, students will expand their understanding of algebraic concepts. Upon completion, students should enroll in Alg II: Foundations 4 or Algebra II for completion of Algebra II content.

**Prerequisite:** Alg I/Geo: Foundations 2 and/or placement recommendation from RtI+I Building Data Team

### **0237 ALG II: FOUNDATIONS 4**

**10 Credits**

**Description:** Students will investigate a variety of advanced algebraic topics such as systems of equations and inequalities, higher-ordered polynomials, advanced functions, and discrete math topics.

**Prerequisite:** Geo/Alg II: Foundations 3 and/or placement recommendation from RtI+I Building Data Team

### **0244 COLLEGE ALGEBRA**

**10 Credits**

**Description:** Students will investigate functions, matrices and conic sections through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application. This course will assist students in preparation for introductory college mathematics courses. Students planning to take Calculus or Trigonometry should enroll in Precalculus or Honors Precalculus.

**Prerequisite:** Algebra II

### **0238 PRECALCULUS**

**10 Credits**

**Description:** Students will investigate functions, conic sections, and trigonometry through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application.

**Prerequisite:** Algebra II

### **0239 HONORS PRECALCULUS**

**10 Credits**

**Description:** Students will investigate functions, conic sections, and trigonometry through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application. This course will go into greater depth than Precalculus and is recommended for students who plan to pursue Advanced Placement® or International Baccalaureate® math classes

**Prerequisites:** Honors Algebra II

### **0252 ADVANCED PLACEMENT CALCULUS AB**

**10 Credits**

**Description:** Advanced Placement® Calculus AB is a course in single variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. Algebraic, numerical, and graphical representations are emphasized throughout the course. It is equivalent to at least a semester of calculus at most colleges and universities. Completion of this course will prepare students to take the Advanced Placement® Calculus AB exam.

**Prerequisite:** Precalculus or Honors Precalculus

### **0253 ADVANCED PLACEMENT CALCULUS BC**

**10 Credits**

**Description:** Advanced Placement® Calculus BC is a course in single variable calculus that includes all the topics of Advanced Placement® Calculus AB plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series. Algebraic, numerical, and graphical representations are emphasized throughout the course. It is equivalent to at least a year of calculus at most colleges and universities. Completion of this course will prepare students to take the Advanced Placement® Calculus BC exam.

**Prerequisite:** Honors Precalculus

**0243 ADVANCED PLACEMENT STATISTICS****10 Credits**

**Description:** Students will learn a variety of statistical concepts including exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Completion of this course will prepare students to take the Advanced Placement® Statistics exam. Students who successfully complete the Advanced Placement® examination may receive credit and/or advanced placement for a one-semester introductory college statistics course at many colleges and universities.

**Prerequisite:** Algebra II

**0249 CALCULUS II & ADVANCED TOPICS****10 Credits**

**Description:** Students will review Advanced Placement Calculus AB topics and study the additional AP Calculus BC topics in greater depth. Advanced topics will also include various concepts from Calculus III, Discrete Mathematics, and Linear Algebra. Completion of this course will prepare students to take the Advanced Placement® Calculus BC exam.

**Prerequisite:** Advanced Placement Calculus AB

**0254 CALCULUS III/DIFFERENTIAL EQUATIONS****10 Credits**

**Description:** Calculus III /Differential Equations is a course investigating calculus topics including (but not limited to) vector analysis, partial differentiation, multiple integration, and functions of several variables. The differential equations portion of the course will focus primarily on (but not limited to) ordinary differential equations, solutions by series, Laplace transformations, and applications. This course is not available for dual enrollment; however, provides a weighted grade as it exceeds Advanced Placement® Calculus level courses. Course offering is dependent upon instructor availability; students may need to arrange schedule to attend available instructor's assigned high school for this course.

**Prerequisite:** Advanced Placement® Calculus BC

**0245 IB MATHEMATICS HL I****11 North Only****10 Credits**

**Description:** Students with excellent math abilities will study matrices, vectors, probability, statistics, complex numbers and calculus. This is the first course in a two-year sequence culminating with the IB HL Math test during the spring of a student's senior year.

**Prerequisite:** Honors Precalculus

**0246 IB MATHEMATICS HL II****12 North Only****10 Credits**

**Description:** Students who have successfully completed Math HL I will engage further with proofs, vectors, probability, statistics, and calculus. This is the second course in a two-year sequence culminating with the IB HL Math test.

**Prerequisite:** IB Mathematics HL I

**0247 IB MATHEMATICAL STUDIES SL****11-12 North Only****10 Credits**

**Description:** Students pursuing non-math intensive fields will concentrate on advanced math topics such as numbers and algebra, sets and logic, geometry and trigonometry, functions, financial math, calculus, statistics and probability. IB Mathematical Studies SL is designed for students who intend to test standard level math in the IB program.

**Prerequisite:** Algebra II or Honors Algebra II

**0248 IB MATHEMATICS SL****11-12 North Only****10 Credits**

**Description:** Students will engage in a rigorous study of matrices, vectors, probability, statistics, complex numbers and calculus. Mathematics SL is intended for juniors or seniors with strong math abilities.

**Prerequisite:** Precalculus or Honors Precalculus

## AGENDA SUMMARY SHEET

**Agenda Item:** Approval of EPAM Paraprofessionals Negotiated Agreement for 2016-17

**Meeting Date:** June 6, 2016

**Department:** Human Resources

**Title & Brief Description:** The District and the Educational Paraprofessionals Association of Millard (“EPAM”) have reached tentative agreement for the 2016-17 school year. EPAM voted for approval of the tentative agreement on May 12, 2016. The proposed agreement includes the following changes:


- **Estimated 3.0% total package:**
  - Salary Increase (including estimated training incentives) = 2.38% total package increase;
  - Increase to Leave Buy Back, Health Insurance, NPERS, and other Rates (Dental, Life, FICA, etc.) = 0.62% total package increase;

**Recommendation:** It is recommended that the Negotiated Agreement for Paraprofessionals with the Educational Paraprofessionals Association of Millard for the 2016-17 school year be approved.

**Background:** Wage increases are in line with budget parameters.

**Options and Alternatives:** Return to the bargaining table.

**Responsible Persons:** Chad Meisgeier, Mitch Mollring, Kevin Chick

**Superintendent's Approval:**  —



## **COLLECTIVE BARGAINING AGREEMENT**

**THIS AGREEMENT** made and entered into by and between the **Educational Paraprofessional Association of Millard**, hereinafter referred to as EPAM, and **School District Number 17, Douglas County**, also known as the Millard School District, hereinafter referred to as the District.

### **ARTICLE I Recognition**

The District recognizes EPAM as the sole and exclusive bargaining agent for all full-time and part-time hourly employees employed by the District in the following job classifications: (1) general educational paraprofessionals; (2) orthopedic educational paraprofessionals; (3) preschool educational paraprofessionals; and (4) special education paraprofessionals.

### **ARTICLE II Management Rights**

Section 1. The management and direction of the District and direction of the employees covered by this agreement, including the right to hire, fire, suspend, discharge, make assignments of work, transfer employees, to change job assignments, to determine hours of work and all other acts and actions related to the administration and direction of the employees covered by this agreement are vested exclusively in the District; and the District specifically reserves all rights and prerogatives not abridged, delegated, or amended by the terms of this Contract.

Section 2. The District shall not discriminate against any employee covered by the agreement because of sex, disability, race, color, national or ethnic origin, religion, age, marital status, political affiliation or participation or nonparticipation in any organizations, as set forth in District Policies and Rules, local laws, the laws of the State of Nebraska, and the laws of the United States.

### **ARTICLE III Wages**

(a) For the 2016-17 school year, the District shall pay to each employee employed by the District during the 2015-16 school year a base wage increase of \$0.33 per hour. Pay raises will be effective with the August 14, 2016 payroll date.

(b) Each employee assigned by the District to work in the critical needs areas set forth below and other critical needs areas determined by the District will receive a stipend. Stipends shall be paid only if the critical needs assignment is the sole assignment of the paraprofessional and shall not be paid for temporary, substitute, or "fill in work" done by paraprofessionals. In the event the critical needs area is assigned to an employee, but is not the sole assignment for the paraprofessional, the District may: (1) pay no stipend; (2) pay the full stipend; or (3) split the available stipend among multiple employees. Each stipend referenced in this paragraph shall be above his or her regular base wage for each hour worked. In order to receive the stipend for working in a VI classroom, the eligible paraprofessional must be fluent in Braille. Identification of such assignments will be solely at the discretion of the District. The stipend will be removed if and when the employee is reassigned to a non-qualified position or if the District determines that the assignment no longer qualifies for such a stipend. Critical needs area stipends shall be as follows:

- (i) 81¢ per hour for each employee assigned to BD, ACP, and VI;

- (ii) 20¢ per hour for each employee assigned by the District to a Title I building or program;
  - (iii) 20¢ per hour for each employee assigned by the District to a health room;
  - (iv) A 50¢ per hour stipend for those who previously received a 70¢ per hour ECSE stipend in the 2015-16 school year and who continues to work in a preschool capacity (a reduction of 20¢ per hour from the 2015-16 school year to the 2016-17 school year); and
  - (v) An amount between 20¢ per hour and 81¢ per hour as determined by the District for other critical needs area stipends.
- (c) Minimum pay shall be \$10.90 per hour and maximum pay shall be \$16.91 per hour plus applicable stipends.
- (d) Each paraprofessional who completes 36 clock hours of District approved training shall receive a training stipend wage increase. The training stipend wage increase shall equal a three percent (3%) increase. A paraprofessional may request the training stipend by completing the District's *Application for Training Stipend for Paraprofessionals*. The building principal and a personnel administrator must approve the application. Training hours must have been completed within 48 months of the date of application. Each paraprofessional is limited to one training stipend wage increase every three years (e.g. each paraprofessional who received a training stipend in 2014-15 or in 2015-16 shall not be eligible for a training stipend in 2016-17). Each year is defined as a school year. Each employee who is required by his or her supervisor to attend training shall be paid while at training. If the required training is scheduled outside the employee's normal work hours, the employee may receive additional hours of pay or the employee's schedule may be flexed during the week training takes place. Each employee who elects to attend training which is not required by the supervisor shall do so on his or her own time and shall not be paid for these hours by the district. A paraprofessional and a supervisor may agree in advance that the employee will participate in training "off-the-clock" (without pay) with the cost of the tuition paid by the supervisor. In these cases, the paraprofessional must agree to reimburse the District should he or she fail to complete the training. Of the 36 hours, no more than ten (10) hours may be for personal wellness activities related to fitness, exercise, or diet. All remaining hours must be directly related to the paraprofessional's job responsibilities.
- (e) In the event an employee is assigned to substitute for another paraprofessional, the employee shall be paid his/her normal rate of pay while substituting.

#### **ARTICLE IV Insurance**

Each paraprofessional who is employed at least 20 hours per week or more shall be eligible to participate in the Health, Dental, and Life insurance Plans provided by the District. For eligible paraprofessionals, the District shall pay 60 percent (60%) of the amount of the District premium contribution levels in the Agreement with the Millard Education Association for health and dental. The District contribution amount shall be dependent upon the plan option elected by the paraprofessional and shall include a proportionate increased premium contribution for voluntary participation in the District's wellness program. Participation in the District's health and dental plan shall be contingent upon the eligible employee electing participation, agreeing to pay, and actually paying the remainder of the elected health premium.

The policies, procedures, implementation, amendments to, and all decisions related to the wellness program shall be the responsibility of the District.

The District will pay the full premium for basic \$50,000 term life coverage.

**ARTICLE V**  
**Hours of Work**

Each employee shall be paid for each hour or fraction thereof the employee works. The normal workday shall not be more than eight (8) hours. The normal workweek shall not exceed forty (40) hours. Each employee required to work beyond forty (40) hours in one week shall be compensated for each hour in excess of forty (40) hours at the rate of one and one-half the employee's normal hourly rate.

Each employee is to work those hours as requested by the Principal and approved by the Human Resources Office. Actual hours worked shall be recorded accurately through a time clock or on time cards issued by the Payroll Office. Except for emergency situations, reasonable advanced notice shall be given to the employee if the employee is required to work beyond 5:00 p.m. on any given day. Employees shall not be required to take work home unless the work at home and the hourly payment for the work at home is approved by the building administrator.

In the event an employee is required to work more hours than his or her normal work day, employer may schedule an equal number of hours off during the same work week and the timecard or timeclock for such employee shall reflect the actual hours worked for each day by each employee.

Each employee who is employed five (5) hours or more per day shall be given a lunch period of at least one-half (0.5) hour, unless the administrator supervisor determines that a lunch period is not feasible due to the need to ensure continuous supervision of students. Such lunch period shall be without pay and the employee shall be free to leave the premises during such period. In the event a lunch period is not afforded, the paraprofessional shall be paid for the actual hours worked.

Each employee will receive one (1) fifteen (15) minute paid-break per four (4) hours worked. All breaks, including the lunch period, must be scheduled and approved by the principal or designee. Breaks shall not be taken within one (1) hour of the beginning or end of the shift and such breaks may not be used to extend the lunch period. Breaks shall be on-premises so the employee is available for general supervision of students if the need arises.

**ARTICLE VI**  
**Holidays**

Each Employee covered by this Contract shall be granted time off with pay for the following seven (7) holidays subject to the conditions hereinafter set forth:

- Labor Day
- Thanksgiving
- Friday following Thanksgiving
- December 25
- New Years Day
- One day during Spring Break (actual date determined annually by the Superintendent)
- Memorial Day (if Memorial Day is after the end of the contract year, paraprofessionals will get paid as if it were within the contract year).

(a) The employee will be given the same amount of time off with pay equal to the work-hours scheduled had the day not been a holiday.

(b) An employee must be employed by the District twenty (20) working days immediately prior to the holiday to be eligible for holiday pay; provided, however, the twenty (20) working days may include days of paid leave; and, provided further, the twenty (20) working days immediately prior to Labor Day may include working days immediately prior to the end of the previous school year.

**ARTICLE VII**  
**Sick Leave**

(a) At the conclusion of each bi-weekly pay period covered by this agreement, each employee shall earn paid leave equal to one-half (1/2) the average daily hours scheduled per day in a five day work week, and further be allowed any unused and accumulated leave from the previous year to a maximum total of 336 hours of leave with pay. Paid leave shall be credited at the end of each employee's first 18 bi-weekly pay periods covered by this agreement. Paid leave may be used for personal illness, illness of a member of the employee's immediate family (ten days per school-year maximum), death of a member of the employee's immediate family (four days per occurrence maximum), and business and emergency leave (three days per school-year maximum). Rules for use of leave can be found in Board Policy 4510 and Board Rules 4510.1 through 4510.15.

(b) Upon resignation from employment or retirement, the District shall pay to any employee covered by this agreement \$8.00 per hour for half of the employee's unused paid leave hours in excess of 40 hours; provided such resignation/retirement does not occur between July 1 and October 1. No payment shall be made for the first 40 hours of unused paid leave.

(c) After payroll has been processed for the 1st bi-weekly pay period in October, each employee who is actively employed by the district on that date and who, as of that date, has unused paid leave in excess of two hundred fifty (250) hours shall be reimbursed for those hours in excess of two hundred fifty (250) hours at the rate of \$8.00 per hour. The employee's leave accumulation shall then be reduced to 250 hours. The District shall establish procedures for reimbursement.

**ARTICLE VIII**  
**Miscellaneous**

Each employee covered by this Contract shall be entitled to all the applicable rights and privileges of the employees of the District as set forth in Board Policies and Board Rules.

**ARTICLE IX**  
**Inclement Weather**

Each employee covered by this Contract will comply with the following procedures whenever there is an official closing of the Millard Public Schools by the Superintendent because of inclement weather:

(a) When staff are instructed to report to work, each covered employee will be expected to report to work and will be paid for each hour or fraction thereof the employee works.

(b) When staff is instructed not to report to work, each covered employee will not report to work and will not be paid. Each covered employee will be allowed the option to make up any time missed from work; provided, however, the covered employee follows administrative directions concerning the employee's responsibility to report to work; and provided the time and date of make-up shall be with the approval of the administration.

**ARTICLE X**  
**Term of Contract**

This agreement shall be in full force and effect from August 1, 2016 through July 31, 2017.

IN WITNESS WHEREOF, the parties hereto have caused this Contract to be executed on \_\_\_\_\_, 2016.

**School District No. 17  
Douglas County, Nebraska**

**Educational Paraprofessional  
Association of Millard**

BY \_\_\_\_\_

BY \_\_\_\_\_

AGENDA ITEM: Administrative Hire

MEETING DATE: June 6, 2016

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Interim Principal at Hitchcock Elementary

ACTION DESIRED: Approval

BACKGROUND: Amanda Hartz resigned her position as Principal at Hitchcock Elementary School for personal reasons.


RECOMMENDATION: The Superintendent's recommendation is approval of Cindy M. Scharff as Interim Principal at Hitchcock Elementary School. Mrs. Scharff, current Administrative Intern at Montclair Elementary School (2011-present), most recently fulfilled the administrative duties at Hitchcock Elementary in Mrs. Hartz's absence during the 2015-2016 school year. Prior to her work as an Administrative Intern she was a Special Education Teacher for Millard Public Schools (2008-2011) and Special Education Teacher for Westside Community Schools (1994-2008).

EDUCATION: BA – University of Nebraska, Lincoln (1993)  
 MA – University of Nebraska, Omaha (2000)  
 MA – University of Nebraska, Omaha – Educational Leadership (2011)

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Kevin Chick

SUPERINTENDENT APPROVAL: \_\_\_\_\_  \_\_\_\_\_

**AGENDA SUMMARY SHEET**

Meeting Date: June 6, 2016

Department: Human Resources

Action Desired: Approval

Background: Personnel items: (1) Recommendation to Hire; (2) Resignation Agenda; (3) Contract Addendum

Options/Alternatives Considered: N/A

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick  
Executive Director of Human Resources

Superintendent's Signature: \_\_\_\_\_

A handwritten signature in blue ink, appearing to read "Jim Deitgen", is centered within a light blue rectangular box. The signature is written in a cursive style.

\_\_\_\_\_

June 6, 2016

**TEACHERS RECOMMENDED FOR HIRE****Recommend: The following teachers be hired for the 2016/2017 school year:**

1. Curtis M. Herman – BA – University of Nebraska, Omaha. Science Teacher at Millard North Middle School for the 2016-2017 school year.
2. Melissa R. Blair – BA – University of Northern Colorado. Part Time (.5) Physical Education teacher at Millard North Middle School for the 2016-2017 school year.
3. Christopher J. Paulson – BA – Midland University. Math teacher at Millard North High School for the 2016-2017 school year. Previous Experience: Omaha Public Schools (2016); Archbishop Bergan Mercy High School (1999-2015)
4. Kelsey C. Genoways – BA – University of Nebraska, Omaha. French teacher at Andersen Middle School for the 2016-2017 school year.
5. Andrea J. Gomez – BA+28 – University of Nebraska, Omaha. Language Arts teacher at Kiewit Middle School for the 2016-2017 school year. Previous Experience: Millard Public Schools (2007-2015)
6. Alexander D. Jameson – BA – University of Nebraska, Omaha. Spanish teacher at Millard West High School for the 2016-2017 school year.
7. Edanne L. Murphy – MA – Bellevue University. Language Arts teacher at Millard South High School for the 2016-2017 school year. Previous Experience: Creston and East Union Schools, Iowa (2003-Present)
8. Leah C. Zohner – MA+29 – University of Nebraska, Lincoln. Science teacher at Millard North High School for the 2016-2017 school year. Previous Experience; Mount Michael Benedictine High School, Elkhorn (2012-Present)
9. Katelyn M. Wanek – BA – University of Nebraska, Omaha. Math teacher at Millard South High School for the 2016-2017 school year.
10. Kathleen K. Sackett Koll – MA – University of Nebraska, Lincoln. Science teacher at Central Middle School for the 2016-2017 school year. Previous Experience: Sedalia Public Schools, MI (2015-Present); Anchorage Public Schools, AK (2013-2014); Grand Island Public Schools (2012-2013)
11. Dana R. Overfield – MA+5 – Peru State University. Music teacher at Rockwell Elementary School for the 2016-2017 school year. Previous Experience: Johnson-Brock Public School, Nebraska (2009-Present)
12. Skylar L. Albers –BA – Peru State College. Special Education teacher at Millard North Middle School for the 2016-2017 school year.
13. Kaitlyn I. Mohr – BA – University of Nebraska, Omaha. Grade 4 teacher at Aldrich Elementary for the 2016-2017 school year.
14. Lauren E. Specker – MA – University of Missouri. Grade 3 teacher at Sandoz Elementary for the 2016-2017 school year. Previous Experience: Chicago Public Schools (2014-2016); Missouri Public Schools (2012-2014)



15. Amanda J. Braun – MA – Concordia University, Nebraska. Preschool teacher at Disney Elementary School for the 2016-2017 school year. Previous Experience: Winnebago, NE (2011-2016)
16. Courtney R. Lieber – MA – Doane College. Kindergarten teacher at Reeder Elementary School for the 2016-2017 school year. Previous Experience: Omaha Public Schools (2012-Present)
17. Emily A. Brown – BA – Peru State College. Special Education Resource teacher at Reagan Elementary for the 2016-2017 school year.
18. Betsy M. Sistek – BA – North Central University, Minneapolis, MN. Grade 5 teacher at Cody Elementary for the 2016-2017 school year. (Short Term Contract) Previous Experience: Cobb County Schools, Marietta, GA (2003-2004); Valley Christian School, Dublin, CA (2000-2001)
19. Macy N. Mancuso – BA – University of Nebraska, Lincoln. Grade 4 teacher at Reagan Elementary School for the 2016-2017 school year. Previous Experience: Lincoln Public Schools (2014-2016)
20. Nicole M. Hoehner – BA – University of Nebraska, Kearney. Language Arts teacher at Central Middle School for the 2016-2017 school year. Previous Experience: Lexington Public Schools, Nebraska (2014-2016)
21. Andrew J. Ciochetto – BA – University of Nebraska, Omaha. Science teacher at Central Middle School for the 2016-2017 school year.
22. Justin M. Boerma – MA+1 – N.W. Missouri State University. Science teacher at Millard West High School for the 2016-2017 school year. Previous Experience: Lourdes Central Catholic Schools, Nebraska City, NE (2006-2010)

June 6, 2016

**RESIGNATIONS****Recommend: The following resignations be accepted:**

1. Gwenn M. Archer – Foreign Language teacher at Millard North Middle School. Resigned at the end of the 2015-2016 school year to take a position with Blair Public Schools.
2. Amber Hollenbeck – Foreign Language teacher at Russell Middle School. Resigned at the end of the 2015-2016 school year to take a position with Westside School District.
3. Christina Helmke – Special Education teacher at Anderson Middle School. Resigned at the end of the 2015-2016 school year for personal reasons.
4. Amanda J. Hartz – Principal at Hitchcock Elementary School. Resigned effective May 10, 2016 for personal reasons.
5. Aimee M. Ruhnke – Special Education teacher at Disney Elementary. Resigned at the end of the 2015-2016 school year for personal reasons.
6. LaRia Shea – ELL teacher for Millard Public Schools. Resigned at the end of the 2015-2016 school year to take a position with Westside Community Schools.
7. Amber L. Scott – Resource teacher at Reagan Elementary School. Resigned effective immediately to take a position with Lincoln Public Schools.
8. Mary E. Naylor – Grade 2 teacher at Upchurch Elementary School. Resigned effective immediately due to relocation.

**June 6, 2016**

**AMENDMENT TO CONTINUING CONTRACTS**

**Recommend: Amendment to the following contract:**

1. Amy L. Wesely – (.5) Vocal Music teacher at Millard South High School. Amend contract to a full 1.0 FTE; (.5) Vocal Music and (.5) Academy Lead Teacher at Millard South High School for the 2016-2017 school year.
2. Amy E. Goetz – (1.0) Grade 5 teacher at Montclair Elementary School. Amend contract to (.6) FTE Physical Education teacher at Hitchcock Elementary School for the 2016-2017 school year.

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Enrollment Report

**MEETING DATE:** June 6, 2016

**DEPARTMENT:** Educational Services: Assessment, Research, & Evaluation

**TITLE:** Enrollment Report

**BRIEF DESCRIPTION:** Report states the district and building enrollment reflective of data pulled on May 18, 2016.

**ACTION DESIRED:** \_\_\_ Approval   X   Information/Discussion

**BACKGROUND:** Enrollment data pulled on/near the 20<sup>th</sup> of each month in session is reported to the Millard Board of Education for public record. Enrollment data is stored in our student information system, Infinite Campus.

**RECOMMENDATIONS:** None

**STRATEGIC PLAN REFERENCE:** None

**IMPLICATIONS OF ADOPTION OR REJECTION:** None

**TIMELINE:** None

**RESPONSIBLE PERSON(S):** Dr. Mark Feldhausen, Dr. Darin Kelberlau, and Sharon Freeman

**SUPERINTENDENT'S APPROVAL:**

\_\_\_\_\_  \_\_\_\_\_

**May 18, 2016  
Millard Public Schools  
Total Enrollment**

Elementary	K	1	2	3	4	5	SpEd	Current	Current	YTD	Official 15/16
							Cluster Prgm	Total	Change	Change	Enrollment
Abbott (3 unit)	65	67	81	66	65	68		412	0	-1	413
Ackerman (4 unit)	78	81	74	75	88	74		470	0	14	456
Aldrich (3 unit)	68	73	73	93	71	80		458	-1	-4	462
Black Elk (4 unit)	74	88	89	57	79	80		467	0	4	463
Bryan (3 unit)	58	66	61	56	77	57		375	-1	9	366
Cather (3 unit)	74	75	72	61	67	75		424	-1	2	422
Cody (2 unit)	47	38	40	30	48	39	19	261	7	6	255
Cottonwood (3 unit)	48	50	49	48	49	72	9	325	0	11	314
Disney (3 unit)	54	49	46	44	46	44	17	300	-1	4	296
Ezra Millard (3 unit)	91	66	77	68	68	67		437	2	-13	450
Harvey Oaks (2 unit)	44	45	39	45	53	45		271	1	10	261
Hitchcock (2 unit)	40	48	47	37	44	37	10	263	-1	-2	265
Holling Heights (3 unit)	58	59	67	63	53	58	7	365	0	1	364
Montclair (4 unit)	93	91	96	99	79	98		556	0	1	555
Morton (3 unit)	52	42	60	39	44	60		297	-1	3	294
Neihardt (4 unit)	113	109	98	98	89	89		596	-1	0	596
Norris (3 unit)	64	67	57	58	56	61		363	0	3	360
Reagan (4 unit)	86	107	87	82	91	73		526	0	-5	531
Reeder (4 unit)	121	102	99	102	92	100		616	0	-14	630
Rockwell (3 unit)	38	49	43	45	46	51	18	290	-1	0	290
Rohwer (3 unit)	60	97	96	96	98	107	16	570	0	6	564
Sandoz (3 unit)	57	62	60	50	52	51		332	0	11	321
Upchurch (3 unit)	84	97	103	92	94	98		568	1	-11	579
Wheeler (4 unit)	77	77	73	90	97	79	21	514	1	-2	516
Willowdale (3 unit)	64	63	77	71	74	67		416	0	3	413
<b>Totals</b>	<b>1708</b>	<b>1768</b>	<b>1764</b>	<b>1665</b>	<b>1720</b>	<b>1730</b>	<b>117</b>	<b>10,472</b>	<b>4</b>	<b>36</b>	<b>10,436</b>

Middle	6	7	8	SpEd	Current	Current	YTD	Official 15/16
				Prgm*	Total	Change	Change	Enrollment
Andersen MS	308	294	284	0	886	-1	-14	900
Beadle MS	343	352	382	27	1077	-2	-14	1091
Central MS	331	277	256	25	864	-1	-10	874
Kiewit MS	331	314	302	0	947	-2	-6	953
North MS	263	251	279	20	793	-1	-9	802
Russell MS	289	289	286	0	864	1	0	864
<b>Totals</b>	<b>1865</b>	<b>1777</b>	<b>1789</b>	<b>72</b>	<b>5431</b>	<b>-6</b>	<b>-53</b>	<b>5484</b>

High	Grads YTD	9	10	11	12	SpEd	Current	Current	YTD	Official 15/16
						Prgm*	Total	Change	Change	Enrollment
North HS	22	617	596	593	573	28	2379	-1	-67	2446
South HS	46	559	511	497	451	36	2018	-9	-98	2116
West HS	54	673	621	605	501	25	2400	-4	-81	2481
Horizon HS	37	3	24	45	58	0	130	-7	-5	135
<b>Totals</b>	<b>159</b>	<b>1852</b>	<b>1752</b>	<b>1740</b>	<b>1583</b>	<b>89</b>	<b>6927</b>	<b>-21</b>	<b>-251</b>	<b>7178</b>

**\*SpEd Program Included in MS/HS Grade Level totals**

Contracted SpEd	57	2	12	45
Rule 18 Interim	18	-1	4	14
Young Adult Program	40	0	-2	42
Ombudsman (Primary)	28	-3	7	21
<b>Total District K-12</b>	<b>22,973</b>	<b>-25</b>	<b>-247</b>	<b>23,220</b>
<b>Total District PreK-12**</b>	<b>23,759</b>	<b>-5</b>	<b>-151</b>	<b>23,910</b>

\*\*Itinerant & Contracted Pre-K included in Official 15/16 Enrollment: **53**

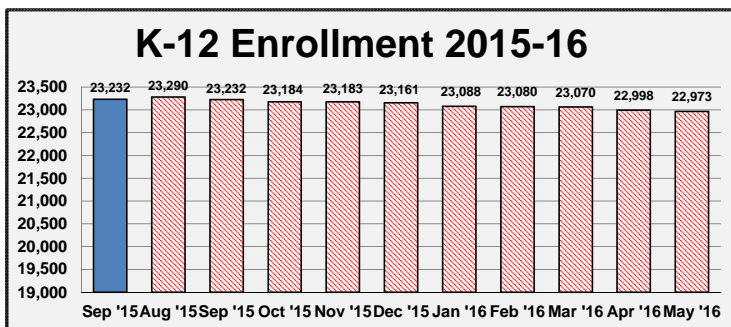
\*\*Itinerant & Contracted Pre-K included in Current Enrollment: **79**

Preschool	SpEd	Not SpEd	Total	Official 15/16
Bryan	11	17	28	31
Cody	40	36	76	63
Disney	13	15	28	26
Harvey Oaks	33	19	52	47
Hitchcock	29	20	49	42
Holling Heights	4	11	15	15
Montclair Montessori	3	82	85	91
Neihardt	15	41	56	52
Norris	3	12	15	16
Norris Montessori	1	28	29	30
Rockwell	14	24	38	35
Sandoz	25	33	58	53
Wheeler	26	22	48	46
Homebased Infants	130	0	130	90
<b>TOTAL</b>			<b>707</b>	<b>637</b>

05/18/2016	
Elementary	10,472
Middle School	5,431
High School	6,927
Contracted & Rule 18	75
Young Adult	40
Ombudsman (Primary)	28
<b>TOTAL</b>	<b>22,973</b>

09/21/2015	
Elementary	10,434
Middle School	5,487
High School	7,185
Contracted & Rule 18	61
Young Adult	43
Ombudsman (Primary)	22
<b>TOTAL</b>	<b>23,232</b>

Career Academies	NHS	SHS	WHS	HHS	TOTAL
Culinary	1	2	3		6
Education	4	15	26		45
Entrepreneurship	8	7	17		32
Health Sciences	6	20	44		70
Dist/Log Mgmt	5	8	15		28
Ombudsman (Primary and Secondary Assignment)					35



Elementary		Classroom Enrollment						Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
	K	1	2	3	4	5						
Abbott	22	23	20	22	22	23						
	22	23	20	22	21	22						
	21	21	20	22	22	23						
			21									
Total Students	65	67	81	66	65	68	412	0	-1	413	412	
Total Teachers	3	3	4	3	3	3	19				19	
Classroom Avg	21.67	22.33	20.3	22.0	21.7	22.7	22				22	

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Ackerman	19	20	25	25	22	25					
	20	21	25	25	22	25					
	20	19	24	25	22	24					
	19	21			22						
Total Students	78	81	74	75	88	74	470	0	14	456	470
Total Teachers	4	4	3	3	4	3	21				21
Classroom Avg	19.5	20.3	24.7	25.0	22.0	24.7	22				22

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Aldrich	21	24	23	24	25	27					
	25	25	25	21	23	27					
	22	24	25	23	23	26					
				25							
Total Students	68	73	73	93	71	80	458	-1	-4	462	458
Total Teachers	3	3	3	4	3	3	19				19
Classroom Avg	22.7	24.3	25.0	23.3	23.7	26.7	24				24

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Black Elk	25	23	21	19	26	19					
	24	22	23	19	26	21					
	25	21	22	19	27	20					
		22	23			20					
Total Students	74	88	89	57	79	80	467	0	4	463	467
Total Teachers	3	4	4	3	3	4	21				21
Classroom Avg	24.7	22.0	22.3	19.0	26.3	20.0	22				22

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Bryan	19	22	21	19	26	18					
	20	22	19	18	26	20					
	19	22	21	19	25	19					
Total Students	58	66	61	56	77	57	375	-1	9	366	375
Total Teachers	3	3	3	3	3	3	18				18
Classroom Avg	19.3	22.0	20.3	18.7	25.7	19.0	21				21

	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Cather				14	24	27	25	25	24	23	23	24					
							25	25	24	24	20	24					
							24	25	24								
Total Students	0	0	0	14	24	27	74	75	72	47	43	48	424	-1	2	422	424
Total Teachers	0	0	0	1	1	1	3	3	3	2	2	2	18				18
Classroom Avg				14.0	24.0	27.0	24.7	25.0	24.0	23.5	21.5	24.0	24				24

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Cody	23	19	21	16	23	18	9					
	24	19	19	14	25	21	10					
Total Students	47	38	40	30	48	39	19	261	7	6	255	242
Total Teachers	2	2	2	2	2	2	2	14				12
Classroom Avg	23.5	19.0	20.0	15.0	24.0	19.5	9.5	19				20

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Cottonwood	24	25	25	23	25	22	6					
	24	25	24	25	24	25	3					
						25						
Total Students	48	50	49	48	49	72	9	325	0	11	314	316
Total Teachers	2	2	2	2	2	3	2	15				13
Classroom Avg	24.0	25.0	24.5	24.0	24.5	24.0	4.5	22				24

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Disney	19	14	22	21	23	21	8					
	19	17	24	23	23	23	9					
	16	18										
Total Students	54	49	46	44	46	44	17	300	-1	4	296	283
Total Teachers	3	3	2	2	2	2	2	16				14
Classroom Avg	18.00	16.33	23.00	22.00	23.00	22.00	8.5	19				20

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Ezra Millard	24	19	19	23	22	23						
	24	25	20	22	24	22						
	20	22	19	23	22	22						
	23		19									
Total Students	91	66	77	68	68	67		437	2	-13	450	437
Total Teachers	4	3	4	3	3	3		20				20
Classroom Avg	22.8	22.0	19.3	22.7	22.7	22.3		22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Harvey Oaks	22	22	20	22	26	22						
	22	23	19	23	27	23						
Total Students	44	45	39	45	53	45		271	1	10	261	271
Total Teachers	2	2	2	2	2	2		12				12
Classroom Avg	22.0	22.5	19.5	22.5	26.5	22.5		23				23

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Hitchcock	20	25	24	18	23	19	4					
	20	23	23	19	21	18	6					
Total Students	40	48	47	37	44	37	10	263	-1	-2	265	253
Total Teachers	2	2	2	2	2	2	2	14				12
Classroom Avg	20.0	24.0	23.5	18.5	22.0	18.5	5.0	19				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Holling Heights	19	20	23	21	16	17	4					
	19	20	21	22	18	20	3					
	20	19	23	20	19	21						
Total Students	58	59	67	63	53	58	7	365	0	1	364	358
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	19.3	19.7	22.3	21.0	17.7	19.3	3.5	18				20

	K	1	2	3	4	5	M-K	M1-3	M4-5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Montclair	22	22	24	26	22	28	16	24	20						
	24	22	24	26	22	27	15	23	18						
							16	24	20						
								24	20						
								23							
								24							
Total Students	46	44	48	52	44	55	47	142	78		556	0	1	555	556
Total Teachers	2	2	2	2	2	2	3	6	4		25				25
Classroom Avg	23.0	22.0	24.0	26.0	22.0	27.5	15.7	23.7	19.5		22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Morton	18	20	21	19	22	21						
	16	22	21	20	22	20						
	18		18			19						
Total Students	52	42	60	39	44	60		297	-1	3	294	297
Total Teachers	3	2	3	2	2	3		15				15
Classroom Avg	17.3	21.0	20.0	19.5	22.0	20.0		20				20

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Neihardt	22	22	25	24	22	23						
	23	22	24	25	22	22						
	23	23	24	24	22	22						
	23	22	25	25	23	22						
	22	20										
Total Students	113	109	98	98	89	89		596	-1	0	596	596
Total Teachers	5	5	4	4	4	4		26				26
Classroom Avg	22.6	21.8	24.5	24.5	22.3	22.3		23				23

	K	1	2	3	4	5	M-K	M1-3	M4-5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Norris	19	22	17	20	20	21	12	20	18						
	21	21	16	21	20	21	12	22	17						
								23							
Total Students	40	43	33	41	40	42	24	65	35		363	0	3	360	363
Total Teachers	2	2	2	2	2	2	2	3	2		19				19
Classroom Avg	20.0	21.5	16.5	20.5	20.0	21.0	12.0	21.7	17.5		19				19

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Reagan	23	23	22	20	22	24						
	21	21	22	21	23	25						
	21	21	23	20	23	24						
	21	22	20	21	23							
		20										
Total Students	86	107	87	82	91	73		526	0	-5	531	526
Total Teachers	4	5	4	4	4	3		24				24
Classroom Avg	21.5	21.4	21.8	20.5	22.8	24.3		22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Reeder	21	18	21	19	24	22						
	22	21	17	23	22	26						
	21	22	20	19	23	26						
	18	23	22	19	23	26						
	17	18	19	22								
	22											
Total Students	121	102	99	102	92	100		616	0	-14	630	616
Total Teachers	6	5	5	5	4	4		29				29
Classroom Avg	20.2	20.4	19.8	20.4	23.0	25.0		21				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Rockwell	19	17	21	14	24	25	9					
	19	16	22	15	22	26	9					
		16		16								
Total Students	38	49	43	45	46	51	18	290	-1	0	290	272
Total Teachers	2	3	2	3	2	2	2	16				14
Classroom Avg	19.0	16.3	21.5	15.0	23.0	25.5	9.0	18				19

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Rohwer	20	24	20	24	25	20	9					
	20	24	18	24	25	23	7					
	20	25	20	24	24	22						
		24	19	24	24	21						
			19			21						
Total Students	60	97	96	96	98	107	16	570	0	6	564	554
Total Teachers	3	4	5	4	4	5	2	27				25
Classroom Avg	20.0	24.3	19.2	24.0	24.5	21.4	8.0	21				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Sandoz	19	21	20	25	17	25						
	19	22	20	25	17	26						
	19	19	20		18							
Total Students	57	62	60	50	52	51		332	0	11	321	332
Total Teachers	3	3	3	2	3	2		16				16
Classroom Avg	19.0	20.7	20.0	25.0	17.3	25.5		21				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Upchurch	21	20	18	18	20	21						
	21	20	22	20	19	20						
	20	18	21	18	18	21						
	22	19	20	17	19	16						
		20	22	19	18	20						
Total Students	84	97	103	92	94	98		568	1	-11	579	568
Total Teachers	4	5	5	5	5	5		29				29
Classroom Avg	21.0	19.4	20.6	18.4	18.8	19.6		20				20

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Wheeler	16	18	19	23	24	25	6					
	21	21	19	23	22	27	7					
	20	17	16	21	25	27	8					
	20	21	19	23	26							
Total Students	77	77	73	90	97	79	21	514	1	-2	516	493
Total Teachers	4	4	4	4	4	3	3	26				23
Classroom Avg	19.3	19.3	18.3	22.5	24.3	26.3	7.0	20				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Willowdale	21	21	25	24	24	23						
	21	21	26	23	25	22						
	22	21	26	24	25	22						
Total Students	64	63	77	71	74	67		416	0	3	413	416
Total Teachers	3	3	3	3	3	3		18				18
Classroom Avg	21.3	21.0	25.7	23.7	24.7	22.3		23				23

Elementary Totals											SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment		
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4	M-5						
Students	1708	1768	1764	1665	1720	1730	71	72	64	51	62	117	10472	4	36	10436	10355
Teachers	83	80	79	75	74	74	9			6		17	497				480
Classroom Avg	20.6	22.1	22.3	22.2	23.2	23.4						6.9	21.07				21.57

	6	7	8	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Andersen MS	308	294	284	0	886	-1	-14	900	
Beadle MS	343	352	382	27	1077	-2	-14	1091	
Central MS	331	277	256	25	864	-1	-10	874	
Kiewit MS	331	314	302	0	947	-2	-6	953	
North MS	263	251	279	20	793	-1	-9	802	
Russell MS	289	289	286	0	864	1	0	864	
Totals	1865	1777	1789	72	5431	-6	-53	5484	

	9	10	11	12	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
North HS	617	596	593	573	28	2379	-1	-67	2446	
South HS	559	511	497	451	36	2018	-9	-98	2116	
West HS	673	621	605	501	25	2400	-4	-81	2481	
Horizon HS	3	24	45	58		130	-7	-5	135	
Totals	1852	1752	1740	1583	89	6927	-21	-251	7178	

Contracted SpEd	57	2	12	45
Rule 18 Interim	18	-1	4	14
Young Adult Program	40	0	-2	42
Ombudsman (Primary Enrollment)	28	-3	7	21
<b>Total District Enrollment</b>	<b>22973</b>	<b>-25</b>	<b>-247</b>	<b>23220</b>