

NATIONAL STANDARDS



NATIONAL MATH STANDARDS: DATA ANALYSIS AND PROBABILITY

- Collect data using observations, surveys, and experiments.
- Represent data using tables and graphs such as line plots, bar graphs, and line graphs.
- Propose and justify conclusions and predictions that are based on data and design studies to further investigate the conclusions or predictions.
- Describe events as likely or unlikely and discuss the degree of likelihood using such words as certain, equally likely, and impossible.
- Predict the probability of outcomes of simple experiments and test the predictions.

NCTE STANDARDS FOR THE ENGLISH LANGUAGE ARTS

- Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

NATIONAL HEALTH EDUCATION STANDARDS: ACHIEVING EXCELLENCE

- HES 1– Students will comprehend concepts related to health promotion and disease prevention to enhance health. Performance indicators: grades 3-5 – 1.5.1, 1.5.2, 1.5.3, 1.5.4
- HES 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. – P.1.2.5.1-2.5.6
- HES 3 – Students will demonstrate the ability to access valid information and products and services to enhance health. – P.1.3.5.1, 3.5.2
- HES 5 – Students will demonstrate the ability to use decision-making skills to enhance health. – P.I. 5.5.1-5.5.6
- HES 6 – Students will demonstrate the ability to use goal-setting skills to enhance health. – P.I. 6.5.1, 6.5.2
- HES 7– Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. – P.1.7.5.1-7.5.3
- HES 8 – Students will demonstrate the ability to advocate for personal, family, and community health. – P.I. 8.5.1, 8.5.2

NATIONAL STANDARDS FOR PHYSICAL EDUCATION K-12

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

This definition of a physically literate individual was adapted from the work of Mandigo, Francis, Lodewyk, and Lopez (2012) and the definition of a physically educated person in NASPE (2004).

STANDARD 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

STANDARD 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

STANDARD 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

STANDARD 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

STANDARD 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.