

Identifier	Nevada - Kindergarten - Physical Education	Introduced	Completed
K PE			
K PE 1.2.1	Understand the vocabulary of simple movement patterns.		
K PE 1.2.2	Identify the basic elements (i.e., opposition) of movement forms.		
K PE 1.2.3	Identify and respond to cues that enhance skill performance (i.e., when catching, "look, reach and give").		
K PE 1.2.4	Identify the physiological signs of moderate physical activity (i.e., fast heart rate and perspiring).		
K PE 2.2.1	Demonstrate a mature form in skipping, hopping, galloping, and sliding in isolation and in combination.		
K PE 2.2.2	Perform a variety of basic level manipulative skills in isolation (i.e., bouncing and catching).		
K PE 2.2.3	Demonstrate a combination of 2 simple weight transfers and balance movements (i.e., one leg to another, feet to hands).		
K PE 3.2.1A	Create shapes at high, medium, and low levels in a movement sequence.		
K PE 3.2.1B	Demonstrate locomotor movements in varying directions (i.e., forward, backward, sideways) and pathways (i.e., straight, curved).		
K PE 3.2.1C	Demonstrate qualities of movement (i.e., heavy/light, strong/weak, tight/loose).		
K PE 3.2.2A	Create a movement sequence with a beginning, middle, and end with or without a prop (i.e., lummi sticks, streamers).		
K PE 3.2.2B	Demonstrate relationship qualities (i.e., near/far, over/under, next to).		
K PE 3.2.3	Discuss and demonstrate how movement in dance is used to communicate.		
K PE 3.2.4A	Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e., lummi sticks, jump ropes, and streamers).		
K PE 4.2.1	Identify health-related fitness components addressed in selected exercises.		
K PE 4.2.2	Engage in daily moderate to vigorous structured physical activity.		
K PE 4.2.3	Identify health-related fitness components (i.e., muscular strength, muscular endurance, flexibility, cardiorespiratory, and body composition).		
K PE 4.2.4	Perform various structured exercises in a safe manner.		
K PE 4.2.5	Perform simple folk and/or social (i.e., bunny hop, line dance, contemporary) dances.		
K PE 5.2.1	Apply class rules, procedures, and safe practices with teacher reinforcement.		
K PE 5.2.2	Engage in physical activity involving cooperation and sharing to complete assigned task.		
K PE 5.2.3	Demonstrate components of respect during activities regardless of personal differences (i.e., skill level, gender, race, and disability).		
K PE 5.2.4	Participate in multicultural activities (dance, games, and activities).		

Identifier	Nevada - Grade 1 - Physical Education	Introduced	Completed
1 PE			
1 PE 1.2.1	Understand the vocabulary of simple movement patterns.		
1 PE 1.2.2	Identify the basic elements (i.e., opposition) of movement forms.		
1 PE 1.2.3	Identify and respond to cues that enhance skill performance (i.e., when catching, "look, reach and give").		
1 PE 1.2.4	Identify the physiological signs of moderate physical activity (i.e., fast heart rate and perspiring).		
1 PE 2.2.1	Demonstrate a mature form in skipping, hopping, galloping, and sliding in isolation and in combination.		
1 PE 2.2.2	Perform a variety of basic level manipulative skills in isolation (i.e., bouncing and catching).		
1 PE 2.2.3	Demonstrate a combination of 2 simple weight transfers and balance movements (i.e., one leg to another, feet to hands).		
1 PE 3.2.1A	Create shapes at high, medium, and low levels in a movement sequence.		
1 PE 3.2.1B	Demonstrate locomotor movements in varying directions (i.e., forward, backward, sideways) and pathways (i.e., straight, curved).		
1 PE 3.2.1C	Demonstrate qualities of movement (i.e., heavy/light, strong/weak, tight/loose).		
1 PE 3.2.2A	Create a movement sequence with a beginning, middle, and end with or without a prop (i.e., lummi sticks, streamers).		
1 PE 3.2.2B	Demonstrate relationship qualities (i.e., near/far, over/under, next to).		
1 PE 3.2.3	Discuss and demonstrate how movement in dance is used to communicate.		
1 PE 3.2.4A	Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e., lummi sticks, jump ropes, and streamers).		
1 PE 4.2.1	Identify health-related fitness components addressed in selected exercises.		
1 PE 4.2.2	Engage in daily moderate to vigorous structured physical activity.		
1 PE 4.2.3	Identify health-related fitness components (i.e., muscular strength, muscular endurance, flexibility, cardiorespiratory, and body composition).		
1 PE 4.2.4	Perform various structured exercises in a safe manner.		
1 PE 4.2.5	Perform simple folk and/or social (i.e., bunny hop, line dance, contemporary) dances.		
1 PE 5.2.1	Apply class rules, procedures, and safe practices with teacher reinforcement.		
1 PE 5.2.2	Engage in physical activity involving cooperation and sharing to complete assigned task.		
1 PE 5.2.3	Demonstrate components of respect during activities regardless of personal differences (i.e., skill level, gender, race, and disability).		
1 PE 5.2.4	Participate in multicultural activities (dance, games, and activities).		

Identifier	<b>Nevada - Grade 2 - Physical Education</b>	Introduced	Completed
2 PE			
2 PE 1.2.1	Understand the vocabulary of simple movement patterns.		
2 PE 1.2.2	Identify the basic elements (i.e., opposition) of movement forms.		
2 PE 1.2.3	Identify and respond to cues that enhance skill performance (i.e., when catching, "look, reach and give").		
2 PE 1.2.4	Identify the physiological signs of moderate physical activity (i.e., fast heart rate and perspiring).		
2 PE 2.2.1	Demonstrate a mature form in skipping, hopping, galloping, and sliding in isolation and in combination.		
2 PE 2.2.2	Perform a variety of basic level manipulative skills in isolation (i.e., bouncing and catching).		
2 PE 2.2.3	Demonstrate a combination of 2 simple weight transfers and balance movements (i.e., one leg to another, feet to hands).		
2 PE 3.2.1A	Create shapes at high, medium, and low levels in a movement sequence.		
2 PE 3.2.1B	Demonstrate locomotor movements in varying directions (i.e., forward, backward, sideways) and pathways (i.e., straight, curved).		
2 PE 3.2.1C	Demonstrate qualities of movement (i.e., heavy/light, strong/weak, tight/loose).		
2 PE 3.2.2A	Create a movement sequence with a beginning, middle, and end with or without a prop (i.e., lummi sticks, streamers).		
2 PE 3.2.2B	Demonstrate relationship qualities (i.e., near/far, over/under, next to).		
2 PE 3.2.3	Discuss and demonstrate how movement in dance is used to communicate.		
2 PE 3.2.4A	Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e., lummi sticks, jump ropes, and streamers).		
2 PE 4.2.1	Identify health-related fitness components addressed in selected exercises.		
2 PE 4.2.2	Engage in daily moderate to vigorous structured physical activity.		
2 PE 4.2.3	Identify health-related fitness components (i.e., muscular strength, muscular endurance, flexibility, cardiorespiratory, and body composition).		
2 PE 4.2.4	Perform various structured exercises in a safe manner.		
2 PE 4.2.5	Perform simple folk and/or social (i.e., bunny hop, line dance, contemporary) dances.		
2 PE 5.2.1	Apply class rules, procedures, and safe practices with teacher reinforcement.		
2 PE 5.2.2	Engage in physical activity involving cooperation and sharing to complete assigned task.		
2 PE 5.2.3	Demonstrate components of respect during activities regardless of personal differences (i.e., skill level, gender, race, and disability).		
2 PE 5.2.4	Participate in multicultural activities (dance, games, and activities).		

Identifier	Nevada - Grade 3 - Physical Education	Introduced	Completed
3 PE			
3 PE 1.3.1	Utilize a movement vocabulary for manipulative, locomotor, and non-locomotor movement activities.		
3 PE 1.3.2A	Apply basic elements to improve personal performance.		
3 PE 1.3.2B	Apply the basic elements of a movement form in a dynamic environment.		
3 PE 1.3.3	Identify simple cues in the performance of peers.		
3 PE 1.3.4	Know how to monitor the physiological changes occurring during moderate physical activity (i.e., heavy and muscular breathing fatigue).		
3 PE 2.3.1	Demonstrate a mature form in most locomotor and nonlocomotor movements.		
3 PE 2.3.2A	Combine manipulative skills in simple combinations (i.e., catch and throw, dribbling while running).		
3 PE 2.3.2B	Perform a variety of manipulative skills in an uncomplicated yet changing environment.		
3 PE 2.3.3	Sequence combinations of more complex weight transfer and balance movements (i.e., balance to a roll).		
3 PE 3.3.1A	Create shapes at high, medium, and low levels in a movement sequence with a partner.		
3 PE 3.3.1B	Demonstrate locomotor movements in varying directions and pathways with a partner.		
3 PE 3.3.1C	Demonstrate qualities of movement with a partner.		
3 PE 3.3.2A	Create a movement sequence with a beginning, middle, and end with a partner with or without a prop (i.e., lummi sticks, streamers).		
3 PE 3.3.2B	Demonstrate partner skills (i.e., copying, leading, following, and/or mirroring).		
3 PE 3.3.3A	Express emotions through movement (i.e., happy, sad, angry).		
3 PE 3.3.3B	Observe and discuss how dance differs from and/or is the same as sports and everyday actions.		
3 PE 3.3.4A	Perform various movements to a steady beat with or without a prop with a partner.		
3 PE 3.3.4B	Move to a steady beat at various tempos.		
3 PE 3.3.5	Perform folk and/or social dances from various cultures.		
3 PE 4.3.1	Describe implications of the results of formal health-related fitness assessment.		
3 PE 4.3.2	Sustain moderate to vigorous physical activity for longer periods of time to improve physical fitness.		
3 PE 4.3.3	Engage in activity that results in the development of health-related components.		
3 PE 4.3.4	Identify proper warm-up, conditioning, and cool-down techniques and the reason for using them.		
3 PE 5.3.1	Apply class rules, procedures, safe practices, and etiquette with limited or no teacher reinforcement.		
3 PE 5.3.2	Identify positive responses to challenges, successes, and failures in physical activity (i.e., sportsmanship).		
3 PE 5.3.3	Understand and accept purpose for modifying activities with regard to diversity and physical ability.		
3 PE 5.3.4	Understand the connection between a dance, game, or sport and the culture in which it originates.		

Identifier	Nevada - Grade 4 - Physical Education	Introduced	Completed
4 PE			
4 PE 1.5.1	Utilize vocabulary to differentiate between more complex game-like strategies (i.e., offense, defense).		
4 PE 1.5.2A	Identify and apply the intermediate elements (i.e., force and accuracy) of movement forms.		
4 PE 1.5.2B	Apply simple strategies to game-like situations.		
4 PE 1.5.3	Identify the characteristics of highly skilled performance in a few movement forms.		
4 PE 1.5.4	Explain the physiological factors (i.e., heredity) affecting individual differences in physical fitness levels.		
4 PE 2.5.1	Utilize locomotor and nonlocomotor movements in physical activities.		
4 PE 2.5.2	Execute a combination of skills in a new and dynamic environment.		
4 PE 2.5.3	Create and perform sequence, alone or with a group, that combines weight transfer and balance movements.		
4 PE 3.5.1A	Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels, and pathways.		
4 PE 3.5.1B	Clearly demonstrate a range of qualities of movement (i.e., bound/free, percussive/sustained)		
4 PE 3.5.1C	Observe and identify the action (i.e., skip, gallop) and movement elements (i.e., direction, level) of brief movement sequences.		
4 PE 3.5.2A	Create and perform an identifiable beginning, middle, and end of a movement sequence both with and without rhythmic accompaniment.		
4 PE 3.5.2B	Apply partner skills while creating a movement sequence.		
4 PE 3.5.2C	Create a movement phrase, accurately repeat it and then vary it, making changes in the time, space, and/or qualities of movement.		
4 PE 3.5.2D	Recognize the elements of movement (i.e., shape, level, and pathways) found in dance, sports, and everyday actions.		
4 PE 3.5.3A	Create a movement sequence to express an idea/concept.		
4 PE 3.5.3B	Discuss interpretations and reactions to a movement sequence.		
4 PE 3.5.4A	Create and perform various movements to a steady beat with or without a prop (i.e., tinkling poles) within a group.		
4 PE 3.5.4B	Move to a musical beat and respond to changes in tempo (i.e., use a hand drum, recorder, segments of music of various tempos).		
4 PE 3.5.5A	Perform more technically complex folk and/or social dances and identify the cultural and historical contexts.		
4 PE 4.5.1	Create personal goals related to fitness assessment.		
4 PE 4.5.2	Maintain a continuous aerobic activity (at a target heart rate) for a specified time.		
4 PE 4.5.3	Identify the health-related components of fitness in various activities.		
4 PE 4.5.4	Utilize proper warm-up, conditioning, and cool-down techniques.		
4 PE 5.5.1	Make proper decisions about applying rules, procedures, and etiquette.		
4 PE 5.5.2	Demonstrate positive responses to challenges, successes, and failures in physical activity.		
4 PE 5.5.3	Manage conflict positively and demonstrate teamwork and sportsmanship while interacting with others regardless of differences.		
4 PE 5.5.4	Identify similarities and differences in games, sports, and dance from other cultures.		

Identifier	Nevada - Grade 5 - Physical Education	Introduced	Completed
5 PE			
5 PE 1.5.1	Utilize vocabulary to differentiate between more complex game-like strategies (i.e., offense, defense).		
5 PE 1.5.2A	Identify and apply the intermediate elements (i.e., force and accuracy) of movement forms.		
5 PE 1.5.2B	Apply simple strategies to game-like situations.		
5 PE 1.5.3	Identify the characteristics of highly skilled performance in a few movement forms.		
5 PE 1.5.4	Explain the physiological factors (i.e., heredity) affecting individual differences in physical fitness levels.		
5 PE 2.5.1	Utilize locomotor and nonlocomotor movements in physical activities.		
5 PE 2.5.2	Execute a combination of skills in a new and dynamic environment.		
5 PE 2.5.3	Create and perform sequence, alone or with a group, that combines weight transfer and balance movements.		
5 PE 3.5.1A	Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels, and pathways.		
5 PE 3.5.1B	Clearly demonstrate a range of qualities of movement (i.e., bound/free, percussive/sustained)		
5 PE 3.5.1C	Observe and identify the action (i.e., skip, gallop) and movement elements (i.e., direction, level) of brief movement sequences.		
5 PE 3.5.2A	Create and perform an identifiable beginning, middle, and end of a movement sequence both with and without rhythmic accompaniment.		
5 PE 3.5.2B	Apply partner skills while creating a movement sequence.		
5 PE 3.5.2C	Create a movement phrase, accurately repeat it and then vary it, making changes in the time, space, and/or qualities of movement.		
5 PE 3.5.2D	Recognize the elements of movement (i.e., shape, level, and pathways) found in dance, sports, and everyday actions.		
5 PE 3.5.3A	Create a movement sequence to express an idea/concept.		
5 PE 3.5.3B	Discuss interpretations and reactions to a movement sequence.		
5 PE 3.5.4A	Create and perform various movements to a steady beat with or without a prop (i.e., tinkling poles) within a group.		
5 PE 3.5.4B	Move to a musical beat and respond to changes in tempo (i.e., use a hand drum, recorder, segments of music of various tempos).		
5 PE 3.5.5A	Perform more technically complex folk and/or social dances and identify the cultural and historical contexts.		
5 PE 4.5.1	Create personal goals related to fitness assessment.		
5 PE 4.5.2	Maintain a continuous aerobic activity (at a target heart rate) for a specified time.		
5 PE 4.5.3	Identify the health-related components of fitness in various activities.		
5 PE 4.5.4	Utilize proper warm-up, conditioning, and cool-down techniques.		
5 PE 5.5.1	Make proper decisions about applying rules, procedures, and etiquette.		
5 PE 5.5.2	Demonstrate positive responses to challenges, successes, and failures in physical activity.		
5 PE 5.5.3	Manage conflict positively and demonstrate teamwork and sportsmanship while interacting with others regardless of differences.		
5 PE 5.5.4	Identify similarities and differences in games, sports, and dance from other cultures.		

Identifier	Nevada - Grade 6 - Physical Education	Introduced	Completed
6 PE			
6 PE 1.8.1	Describe a strategy for a sport utilizing appropriate vocabulary.		
6 PE 1.8.2	Describe and apply the advanced elements (i.e., speed) of movement forms and game strategies (i.e., softball game situation).		
6 PE 1.8.3	Evaluate movement forms for skill improvement (i.e., checklists, rubrics).		
6 PE 1.8.4	Recognize physiological benefits of exercise during and after physical activity.		
6 PE 2.8.1	Refine locomotor and nonlocomotor movements in a sport setting.		
6 PE 2.8.2	Refine previously learned manipulative skills.		
6 PE 2.8.2B	Demonstrate the elements of more advanced manipulative skills (i.e., overhand serve).		
6 PE 2.8.3	Explain how scientific principles (i.e., force and speed) apply to weight transfer and balance movements.		
6 PE 3.8.1A	Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical styles and/or traditional styles of dance.		
6 PE 3.8.1B	Observe and describe (i.e., breakdown/analyze movements) the actions and qualities of movement in a dance sequence using appropriate dance vocabulary.		
6 PE 3.8.4	Accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic (i.e., perform simple rhythmic dance sequences).		
6 PE 3.8.5	Perform traditional and/or theatrical style dances of different time periods or cultures and describe differences in steps and movement styles.		
6 PE 4.8.1	Design a personal health-related fitness program based on an accurately assessed fitness profile.		
6 PE 4.8.2	Understand and apply principles of training/conditioning (i.e., threshold, overload, and specificity) to regular fitness activities.		
6 PE 4.8.3	Identify and/or participate in a variety of health-related fitness activities in both school and community.		
6 PE 4.8.4	Compare safe and unsafe exercises and demonstrate safe exercise alternatives.		
6 PE 5.8.1	Analyze potential consequences when confronted with a behavior choice.		
6 PE 5.8.2	Work cooperatively within a group to achieve goals in cooperative or competitive situations.		
6 PE 5.8.3	Demonstrate behavior which is supportive and inclusive in physical activity settings.		
6 PE 5.8.4	Demonstrate a multicultural physical activity to others (i.e., dance, games, and sports).		

Identifier	Nevada - Grade 7 - Physical Education	Introduced	Completed
7 PE			
7 PE 1.8.1	Describe a strategy for a sport utilizing appropriate vocabulary.		
7 PE 1.8.2	Describe and apply the advanced elements (i.e., speed) of movement forms and game strategies (i.e., softball game situation).		
7 PE 1.8.3	Evaluate movement forms for skill improvement (i.e., checklists, rubrics).		
7 PE 1.8.4	Recognize physiological benefits of exercise during and after physical activity.		
7 PE 2.8.1	Refine locomotor and nonlocomotor movements in a sport setting.		
7 PE 2.8.2	Refine previously learned manipulative skills.		
7 PE 2.8.2B	Demonstrate the elements of more advanced manipulative skills (i.e., overhand serve).		
7 PE 2.8.3	Explain how scientific principles (i.e., force and speed) apply to weight transfer and balance movements.		
7 PE 3.8.1A	Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical styles and/or traditional styles of dance.		
7 PE 3.8.1B	Observe and describe (i.e., breakdown/analyze movements) the actions and qualities of movement in a dance sequence using appropriate dance vocabulary.		
7 PE 3.8.4	Accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic (i.e., perform simple rhythmic dance sequences).		
7 PE 3.8.5	Perform traditional and/or theatrical style dances of different time periods or cultures and describe differences in steps and movement styles.		
7 PE 4.8.1	Design a personal health-related fitness program based on an accurately assessed fitness profile.		
7 PE 4.8.2	Understand and apply principles of training/conditioning (i.e., threshold, overload, and specificity) to regular fitness activities.		
7 PE 4.8.3	Identify and/or participate in a variety of health-related fitness activities in both school and community.		
7 PE 4.8.4	Compare safe and unsafe exercises and demonstrate safe exercise alternatives.		
7 PE 5.8.1	Analyze potential consequences when confronted with a behavior choice.		
7 PE 5.8.2	Work cooperatively within a group to achieve goals in cooperative or competitive situations.		
7 PE 5.8.3	Demonstrate behavior which is supportive and inclusive in physical activity settings.		
7 PE 5.8.4	Demonstrate a multicultural physical activity to others (i.e., dance, games, and sports).		

Identifier	Nevada - Grade 8 - Physical Education	Introduced	Completed
8ELA1			
8 PE 1.8.1	Describe a strategy for a sport utilizing appropriate vocabulary.		
8 PE 1.8.2	Describe and apply the advanced elements (i.e., speed) of movement forms and game strategies (i.e., softball game situation).		
8 PE 1.8.3	Evaluate movement forms for skill improvement (i.e., checklists, rubrics).		
8 PE 1.8.4	Recognize physiological benefits of exercise during and after physical activity.		
8 PE 2.8.1	Refine locomotor and nonlocomotor movements in a sport setting.		
8 PE 2.8.2	Refine previously learned manipulative skills.		
8 PE 2.8.2B	Demonstrate the elements of more advanced manipulative skills (i.e., overhand serve).		
8 PE 2.8.3	Explain how scientific principles (i.e., force and speed) apply to weight transfer and balance movements.		
8 PE 3.8.1A	Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical styles and/or traditional styles of dance.		
8 PE 3.8.1B	Observe and describe (i.e., breakdown/analyze movements) the actions and qualities of movement in a dance sequence using appropriate dance vocabulary.		
8 PE 3.8.4	Accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic (i.e., perform simple rhythmic dance sequences).		
8 PE 3.8.5	Perform traditional and/or theatrical style dances of different time periods or cultures and describe differences in steps and movement styles.		
8 PE 4.8.1	Design a personal health-related fitness program based on an accurately assessed fitness profile.		
8 PE 4.8.2	Understand and apply principles of training/conditioning (i.e., threshold, overload, and specificity) to regular fitness activities.		
8 PE 4.8.3	Identify and/or participate in a variety of health-related fitness activities in both school and community.		
8 PE 4.8.4	Compare safe and unsafe exercises and demonstrate safe exercise alternatives.		
8 PE 5.8.1	Analyze potential consequences when confronted with a behavior choice.		
8 PE 5.8.2	Work cooperatively within a group to achieve goals in cooperative or competitive situations.		
8 PE 5.8.3	Demonstrate behavior which is supportive and inclusive in physical activity settings.		
8 PE 5.8.4	Demonstrate a multicultural physical activity to others (i.e., dance, games, and sports).		

Identifier	<b>Nevada - Grade 9 - Physical Education</b>	Introduced	Completed
9 PE			
9 PE 1.12.1	Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e., round robin tournament).		
9 PE 1.12.2	Integrate discipline-specific knowledge to new physical activities.		
9 PE 1.12.3	Analyze personal performance and apply results for improvement (i.e., lower target heart rate).		
9 PE 1.12.4	Analyze and compare health and fitness benefits derived from various physical activities.		
9 PE 2.12.2	Demonstrate proficiency in at least three movement forms in two or more sports.		
9 PE 2.12.3	Apply scientific principles to weight transfer and balance movements.		
9 PE 3.12.1A	Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.		
9 PE 3.12.1B	Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.		
9 PE 3.12.4	Demonstrate rhythmic acuity.		
9 PE 3.12.5	Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.		
9 PE 4.12.1	Refine health-related fitness goals as defined by a formal guideline.		
9 PE 4.12.2	Independently engage in physical activity that addresses fitness and wellness throughout life.		
9 PE 4.12.3	Analyze a personal healthy lifestyle independent of teacher intervention.		
9 PE 4.12.4	Evaluate physical activity for injury potential.		
9 PE 5.12.1	Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.		
9 PE 5.12.2	Accept leadership responsibility in a group setting.		
9 PE 5.12.3	Evaluate the role of physical activity in a diverse society (i.e., skill level, gender, race, and disability).		

Identifier	Nevada - Grade 10 - Physical Education	Introduced	Completed
10 PE			
10 PE 1.12.1	Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e., round robin tournament).		
10 PE 1.12.2	Integrate discipline-specific knowledge to new physical activities.		
10 PE 1.12.3	Analyze personal performance and apply results for improvement (i.e., lower target heart rate).		
10 PE 1.12.4	Analyze and compare health and fitness benefits derived from various physical activities.		
10 PE 2.12.2	Demonstrate proficiency in at least three movement forms in two or more sports.		
10 PE 2.12.3	Apply scientific principles to weight transfer and balance movements.		
10 PE 3.12.1A	Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.		
10 PE 3.12.1B	Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.		
10 PE 3.12.4	Demonstrate rhythmic acuity.		
10 PE 3.12.5	Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.		
10 PE 4.12.1	Refine health-related fitness goals as defined by a formal guideline.		
10 PE 4.12.2	Independently engage in physical activity that addresses fitness and wellness throughout life.		
10 PE 4.12.3	Analyze a personal healthy lifestyle independent of teacher intervention.		
10 PE 4.12.4	Evaluate physical activity for injury potential.		
10 PE 5.12.1	Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.		
10 PE 5.12.2	Accept leadership responsibility in a group setting.		
10 PE 5.12.3	Evaluate the role of physical activity in a diverse society (i.e., skill level, gender, race, and disability).		

Identifier	Nevada - Grade 11 - Physical Education	Introduced	Completed
11 PE			
11 PE 1.12.1	Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e., round robin tournament).		
11 PE 1.12.2	Integrate discipline-specific knowledge to new physical activities.		
11 PE 1.12.3	Analyze personal performance and apply results for improvement (i.e., lower target heart rate).		
11 PE 1.12.4	Analyze and compare health and fitness benefits derived from various physical activities.		
11 PE 2.12.2	Demonstrate proficiency in at least three movement forms in two or more sports.		
11 PE 2.12.3	Apply scientific principles to weight transfer and balance movements.		
11 PE 3.12.1A	Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.		
11 PE 3.12.1B	Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.		
11 PE 3.12.4	Demonstrate rhythmic acuity.		
11 PE 3.12.5	Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.		
11 PE 4.12.1	Refine health-related fitness goals as defined by a formal guideline.		
11 PE 4.12.2	Independently engage in physical activity that addresses fitness and wellness throughout life.		
11 PE 4.12.3	Analyze a personal healthy lifestyle independent of teacher intervention.		
11 PE 4.12.4	Evaluate physical activity for injury potential.		
11 PE 5.12.1	Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.		
11 PE 5.12.2	Accept leadership responsibility in a group setting.		
11 PE 5.12.3	Evaluate the role of physical activity in a diverse society (i.e., skill level, gender, race, and disability).		

Identifier	<b>Nevada - Grade 12 - Physical Education</b>	Introduced	Completed
12 PE			
12 PE 1.12.1	Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e., round robin tournament).		
12 PE 1.12.2	Integrate discipline-specific knowledge to new physical activities.		
12 PE 1.12.3	Analyze personal performance and apply results for improvement (i.e., lower target heart rate).		
12 PE 1.12.4	Analyze and compare health and fitness benefits derived from various physical activities.		
12 PE 2.12.2	Demonstrate proficiency in at least three movement forms in two or more sports.		
12 PE 2.12.3	Apply scientific principles to weight transfer and balance movements.		
12 PE 3.12.1A	Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.		
12 PE 3.12.1B	Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.		
12 PE 3.12.4	Demonstrate rhythmic acuity.		
12 PE 3.12.5	Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.		
12 PE 4.12.1	Refine health-related fitness goals as defined by a formal guideline.		
12 PE 4.12.2	Independently engage in physical activity that addresses fitness and wellness throughout life.		
12 PE 4.12.3	Analyze a personal healthy lifestyle independent of teacher intervention.		
12 PE 4.12.4	Evaluate physical activity for injury potential.		
12 PE 5.12.1	Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.		
12 PE 5.12.2	Accept leadership responsibility in a group setting.		
12 PE 5.12.3	Evaluate the role of physical activity in a diverse society (i.e., skill level, gender, race, and disability).		