

National Curriculum Grades 4-5 Major Focus Revisions Using Nebraska Department of Education Standards

Physical Education

Code Key for NASP and NASPE Standards Match

NASPE: National Association of Sports and Physical Education

NDE: Nebraska Department of Education

NPEEL: Nebraska Physical Education Essential Learning

NASPE Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

NDE Physical Education Literacy Strand #1 Skills:

NPEEL: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

5.1.1 Demonstrate mature forms of locomotor patterns and nonlocomotor skill combinations

5.1.2 Demonstrate the mature forms of manipulative skills

5.1.3 Demonstrate the ability to adapt and adjust a combination of movement skills in applied settings

5.1.4 Demonstrate beginning skills of selected specialized movement forms

NASPE Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

NDE: Physical Education Literacy Strand #2 Knowledge:

NPEEL: Demonstrates understanding movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

5.2.1 Identify and apply principles of skill development to improve and enhance performance

5.2.2 Demonstrate basic strategies in non-complex settings

NASPE Standard 3: Participates regularly in physical activity.

NDE: Physical Activity and Fitness Strand #3 Active Lifestyle:

NPEEL: Participates regularly in physical activity

5.3.1 Participate in physical activity in both school and non-school settings

NASPE Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

NDE: Physical Activity and Fitness Strand #4 Fitness:

NPEEL: Achieves and maintains a health-enhancing level of physical fitness

5.4.3 Monitor physiological indicators that accompany moderate to vigorous physical activity and adjust activity accordingly

NASPE Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

NDE: *Physical Activity Behavior Strand #5 Responsible Behavior:*

NPEEL: Exhibits responsible personal and social behavior that respects self and others in physical activity settings

5.5.1 Follow activity-specific safe practices, rules, procedures and etiquette during physical activity.

5.5.2 Work individually and cooperatively to develop an awareness of and appreciation for individual differences.

NASPE Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

NDE: *Physical Activity Behavior Strand #6 Awareness:*

NPEEL: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

5.6.1 Recognize physical activity as a positive opportunity for social development and group interaction

5.6.2 Describe the physiological and psychological benefits that result from physical activity

5.6.3 Attribute success and improvement to effort and practice

Social Studies

4.1 United States History, Nebraska History, Geography, Civics/Government, Economics

4.1.1 Students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time

4.1.2 Students will describe the contributions from the cultural and ethnic groups that made up our national heritage.

4.1.4 Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.

4.1.6 Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Mathematics

MA 4.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

4.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 4.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

4.2.5 Measurement: Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.

MA 4.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems and make connections within mathematics and across disciplines.

4.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

4.4.2 Predictions and Inferences: Students will construct predictions based on data.

MA 5.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

5.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 5.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

5.2.5 Measurement: Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.

MA 5.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems and make connections within mathematics and across disciplines.

5.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

5.4.2 Predictions and Inferences: Students will construct predictions based on data.

National Curriculum Grades 6-8 Major Focus Revisions Using Nebraska Department of Education Standards

Physical Education

Code Key for NASP and NASPE Standards Match

NASPE: National Association of Sports and Physical Education

NDE: Nebraska Department of Education

NPEEL: Nebraska Physical Education Essential Learning

NASPE Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

NDE Physical Education Literacy Strand #1 Skills:

NPEEL: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

8.1.1 Demonstrate competency in modified versions in at least one activity from three of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, tumbling/gymnastics

NASPE Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

NDE: Physical Education Literacy Strand #2 Knowledge:

NPEEL: Demonstrates understanding movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

8.2.1 Explain principles of practice that enhance movement performance

8.2.2 Define the critical elements of more advanced movement skills

8.2.3 Identify and apply strategies and tactics within game play

8.2.4 Explain biomechanical principles related to skills development

NASPE Standard 3: Participates regularly in physical activity.

NDE: NEL: Physical Activity and Fitness Strand #3 Active Lifestyle:

NPEEL: Participates regularly in physical activity.

8.3.1 Set personal physical activity goals independently to meet needs and interests

8.3.2 Participate regularly in physical activities in both school and non-school settings to accomplish personal activity goals

NASPE Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

NDE: Physical Activity and Fitness Strand #4 Fitness:

NPEEL: Achieves and maintains a health-enhancing level of physical fitness.

8.4.2 Explain principles of conditioning that enhance health-related fitness

NASPE Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

NDE: *Physical Activity Behavior Strand #5 Responsible Behavior:*

NPEEL: Exhibits responsible personal and social behavior that respects self and others in physical activity settings

8.5.1 Participate cooperatively in physical activity with persons of diverse characteristics and backgrounds

8.5.2 Make responsible decisions to resolve and/or avoid conflicts

8.5.3 Assist in establishing class rules related to safety practices and procedures

NASPE Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

NDE: *Physical Activity Behavior Strand #6 Awareness:*

NPEEL: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

8.6.1 Analyze the physical, emotional, and social benefits of physical activity

8.6.3 Seek personally enjoyable and challenging experiences in physical activity opportunities

Social Studies

8.1 United States History

8.1.1 Students will analyze major cultures in the Americas before the 17th Century.

8.1.2 Students will analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.

8.1.3 Students will describe key people, events, and ideas from colonial America.

8.1.5 Students will describe growth and change in the United States from 1801-1861.

8.2 World History to 1000 A.D.

8.2.1 Students will describe human culture in the Paleolithic and Neolithic Eras.

8.2.2 Students will describe the impact of ancient river valley civilizations on the development of world cultures.

8.2.3 Students will describe the impact of history, culture, and geography of Greece and Rome on later civilizations.

8.2.5 Students will describe the impact of life in Medieval Europe on later civilizations.

8.2.6 Students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures.

8.3 Civics and Economics

8.3.8 Students will describe the purpose and function of the United States Constitution, including the Bill of Rights.

8.4 Skills

8.4.2 Students will demonstrate skills for historical analysis.

8.4.6 Students will improve their skills in historical research and geographical analysis.

Mathematics

MA 6.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

6.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with positive fractions and decimals.

6.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 6.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

6.2.5 Measurement: Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.

MA 6.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines

6.3.1 Relationships: Students will represent, analyze, and use relationships to make generalizations.

MA 6.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems and make connections within mathematics and across disciplines.

6.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

6.4.2 Predictions and Inferences: Students will construct predictions based on data.

6.4.3 Probability: Students will apply basic concepts of probability.

MA 7.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

7.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with positive fractions and decimals.

7.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 7.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

7.2.5 Measurement: Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.

MA 7.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines

7.3.1 Relationships: Students will represent, analyze, and use relationships to make generalizations.

MA 7.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems and make connections within mathematics and across disciplines.

7.4.1 Display and Analysis: Students will formulate questions that can be addressed with data and then organize, display and analyze the relevant data to answer their questions.

7.4.2 Predictions and Inferences: Students will evaluate predictions and make inferences based on data.

7.4.3 Probability: Students will apply basic concepts of probability.

MA 8.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

8.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

8.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 8.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

8.2.4 Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.

8.2.5 Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements.

MA 8.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems and make connections within mathematics and across disciplines.

8.4.1 Display and Analysis: Students will formulate questions that can be addressed with data and then organize, display and analyze the relevant data to answer their questions.

8.4.2 Predictions and Inferences: Students will evaluate predictions and make inferences based on data.

8.4.3 Probability: Students will apply basic concepts of probability.

National Curriculum Grades 9-12 Major Focus Revisions Using Nebraska Department of Education Standards

Physical Education

Code Key for NASP and NASPE Standards Match

NASPE: National Association of Sports and Physical Education

NDE: Nebraska Department of Education

NPEEL: Nebraska Physical Education Essential Learning

NASPE Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

NDE Physical Education Literacy Strand #1 Skills:

NPEEL: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

12.1.1 Demonstrate competency in basic and advanced skills and tactics in at least one activity from three of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports

NASPE Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

NDE: Physical Education Literacy Strand #2 Knowledge:

NPEEL: Demonstrates understanding movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

12.2.1 Apply concepts and principles of human movement to the development of motor skills and the learning of new skills

12.2.2 Analyze movement forms and apply proper strategies and tactics to a variety of physical activities

NASPE Standard 3: Participates regularly in physical activity.

NDE: NEL: Physical Activity and Fitness Strand #3 Active Lifestyle:

NPEEL: Participates regularly in physical activity.

12.3.1 Refine skills, expand knowledge, cultivate interest and strengthen desire to independently maintain an active lifestyle

NASPE Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

NDE: Physical Activity and Fitness Strand #4 Fitness:

NPEEL: Achieves and maintains a health-enhancing level of physical fitness.

12.4.1 Demonstrate the skill and knowledge to create a fitness program based on personal needs

12.4.2 Achieve desired levels of health-related fitness

NASPE Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

NDE: *Physical Activity Behavior Strand #5 Responsible Behavior:*

NPEEL: Exhibits responsible personal and social behavior that respects self and others in physical activity settings

12.5.1 Initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others

12.5.2 Develop and implement strategies in physical activity to promote inclusion of people of varying abilities and diverse cultural backgrounds

NASPE Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

NDE: *Physical Activity Behavior Strand #6 Awareness:*

NPEEL: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

12.6.1 Justify why participation in physical activity can be enjoyable and desirable

12.6.2 Pursue lifetime physical activities that meet individual needs

Social Studies

12.1 United States History

12.1.1 Students will analyze and explain the causes and effects of the Age of Discovery, contacts between Native Americans and European settlers, and the creation of the American colonies.

12.1.2 Students will analyze and explain the events and ideas of the Early National Period.

12.1.4 Students will analyze the impact of immigration on American life, identifying factors.

12.1.13 Students will develop skills for historical analysis.

12.1.14 Students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

12.2 World History 1000 C.E. to the Present

12.2.1 Students will demonstrate an understanding of the state of the world about 1000 C.E.

12.2.2 Students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period.

12.2.3 Students will analyze the historical developments of the Renaissance.

12.2.4 Students will analyze the historical developments of the Reformation.

12.2.5 Students will analyze the impact of European expansion into the Americas, Africa, and Asia.

12.2.7 Students will analyze the scientific, political, and economic changes of the 16th, 17th, 18th and 19th centuries.

12.2.11 Students will demonstrate historical research and geographical skills.

12.3 The Governments and Economies of the United States and Nebraska

12.3.3 Students will analyze the significance of amendments to the United States Constitution.

12.3.5 Students will analyze the fundamental concepts and challenges to the democracy by using writing, discussion, and debate skills.

12.3.9 Students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.

12.4 World Geography

12.4.6 Students will analyze the forces of conflict and cooperation.

12.4.7 Students will apply geography to interpret the past, understand the present, and plan the future.

Mathematics

MA 12.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

12.1.2 Operations: Students will demonstrate the meaning and effects of arithmetic operations with real numbers.

12.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

12.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 12.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

12.2.4 Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.

12.2.5 Measurement: Students will apply the units, systems, and formulas to solve problems.

MA 12.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines

12.3.2 Modeling in Context: Students will model and analyze quantitative relationships

MA 12.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems and make connections within mathematics and across disciplines.

12.4.2 Predictions and Inferences: Students will develop and evaluate inferences to make predictions.

12.4.3 Probability: Students will apply and analyze concepts of probability.