

Elementary School Outcomes (K – Grade 5)

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in rhythmic activity/dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of a physically active lifestyle.

***Swimming skills and water safety activities should be taught if facilities permit.*

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns.</i>						
S1.E1 SD Revised Locomotor Hopping Galloping Running Sliding, Skipping Leaping	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)	Hops, gallops, runs and slides using a mature pattern. (S1.E1.1)	Skips using a mature pattern. (S1.E1.2)	Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a) Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b) Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E2 SD Revised Locomotor Running: Jog vs Sprint			Runs with a mature pattern. (S1.E2.2a) Travels showing differentiation between jogging and sprinting. (S1.E2.2b)	Travels showing differentiation between sprinting and running. (S1.E2.3)	Runs for distance using a mature pattern. (S1.E2.4)	Uses appropriate pacing for a variety of running distances. (S1.E2.5)
S1.E3 Locomotor Jumping and Landing: Horizontal	Performs jumping/landing actions with balance. (S1.E3.K)	Demonstrates two of the five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. (S1.E3.1)	Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings. Two feet must be used in either take-off or landing. (S1.E3.2)	Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3)	Uses spring-and-step take-offs and landings specific to gymnastics. (S1.E3.4)	Combines jumping and landing patterns with locomotors and manipulative skills in dance, gymnastics and small-sided practice tasks/games environments. (S1.E3.5)
S1.E4 Locomotor Jumping and Landing: Vertical		Demonstrates two of the five critical elements for jumping and landing in a vertical plane. (S1.E4.1)	Demonstrates four of the five critical elements for jumping and landing in a vertical plane. (S1.E4.2)			
S1.E5 Locomotor Rhythmic Activity/Dance	Performs locomotor skills in response to teacher-led creative rhythmic activity/dance. (S1.E5.K)	Combines locomotor and non-locomotor skills in a teacher-designed rhythmic activity/dance. (S1.E5.1)	Performs a teacher/student-designed rhythmic activity/dance with correct response to simple rhythms. (S1.E5.2)	Performs teacher-selected and developmentally appropriate rhythmic activity/dance steps and movement patterns. (S1.E5.3)	Combines locomotor movement patterns and dance steps to create and perform an original rhythmic activity/dance. (S1.E5.4)	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)

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S1.E6 Locomotor Combinations				Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation. (S1.E6.3)	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks at various speeds. (S1.E6.5)
S1.E7 Non-locomotor* (Stability) Balance	Maintains momentary stillness on different bases of support . (S1.E7.Ka) Forms wide, narrow, curled and twisted body shapes . (S1.E7.Kb)	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	Balances on different bases of support, combining levels and shapes. (S1.E7.2a) Balances in an inverted position* with stillness and supportive base. (S1.E7.2b)	Balances on different bases of support, demonstrating muscle tension and extensions of free body parts. (S1.E7.3)	Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)	Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)
S1.E8 Non-locomotor* (Stability) Weight Transfer		Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.E8.1)	Transfers weight from feet to different body parts/bases of support for balances and/or travel.* (S1.E8.2)	Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	Transfers weight from feet to hands varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). ¹ (S1.E8.4)	Transfers weight in gymnastics and dance environments. (S1.E8.5)

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<p>S1.E9</p> <p>Non-locomotor* (Stability)</p> <p>Weight Transfer, Rolling</p>	<p>Rolls sideways in a narrow body shape. (S1.E9.K)</p>	<p>Rolls with either a narrow or curled body shape. (S1.E9.1)</p>	<p>Rolls in different directions with either a narrow or curled body shape and regains vertical posture. (S1.E9.2)</p>			
<p>S1.E10</p> <p>Non-locomotor* (Stability)</p> <p>Curling and Stretching; Twisting and Bending</p>	<p>Contrasts the actions of curling and stretching. (S1.E10.K)</p>	<p>Demonstrates twisting, curling, bending and stretching actions. (S1.E10.1)</p>	<p>Differentiates among twisting, curling, bending and stretching actions. (S1.E10.2)</p>	<p>Moves into and out of gymnastics balances with curling, twisting and stretching actions. (S1.E10.3)</p>	<p>Moves into and out of balances on apparatus with curling, twisting and stretching actions. (S1.E10.4)</p>	<p>Performs curling, twisting and stretching actions with correct application in dance, gymnastics and small-sided practice tasks/games environments. (S1.E10.5)</p>
<p>S1.E11</p> <p>Non-locomotor</p> <p>Combinations</p>			<p>Combines balances and transfers into a three-part sequence (e.g., dance, gymnastics). (S1.E11.2)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)</p>	<p>Combines locomotors and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5)</p>

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<p>S1.E12 SD Revised</p> <p>Non-locomotor</p> <p>Balance and Weight Transfers</p>				<p>Combines balance and weight transfers with movement concepts to create and perform a movement pattern. (S1.E12.3)</p>	<p>Combines traveling with balance and weight transfers to create a movement sequence with and without equipment/apparatus. (S1.E12.4)</p>	<p>Combines actions, balances and weight transfers to create a movement sequence with a partner on equipment/apparatus. (S1.E12.5)</p>
<p>S1.E13 SD Revised</p> <p>Manipulative</p> <p>Underhand Throw</p>	<p>Throws underhand with opposite foot forward. (S1.E13.K)</p>	<p>Throws underhand, demonstrating two of the five critical elements of a mature pattern. (S1.E13.1)</p>	<p>Throws underhand using a mature pattern. (S1.E13.2)</p>	<p>Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)</p>	<p>Throws underhand to a partner or target with reasonable force and accuracy. (S1.E13.3)</p>	<p>Throws (underhand and overhand) using a mature pattern in non-dynamic environments, with different sizes and types of objects. (S1.E13.5a)</p> <p>Throws (both underhand and overhand) to a large target with accuracy. (S1.E13.5b)</p>

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<p>S1.E14 SD Revised</p> <p>Manipulative</p> <p>Overhand Throw</p>			<p>Throws overhand demonstrating two of the five critical elements of a mature pattern. (S1.E14.2)</p>	<p>Throws overhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force. (S1.E14.3)</p>	<p>Throws overhand using a mature pattern in non-dynamic environments. (S1.E14.4a)</p> <p>Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)</p>	
<p>S1.E15</p> <p>Manipulative</p> <p>Passing With Hands</p>					<p>Throws to a moving partner with reasonable accuracy in a non-dynamic environment. (S1.E15.4)</p>	<p>Throws with accuracy, both partners moving. (S1.E15.5a)</p> <p>Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)</p>

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<p>S1.E16 SD Revised</p> <p>Manipulative</p> <p>Catching</p>	<p>Drops a ball and catches* it before it bounces twice. (S1.E16.Ka)</p> <p>Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</p> <p>*K and 1 catch includes cradling/trapping</p>	<p>Catches* a soft object from a self-toss before it bounces. (S1.E16.1a)</p> <p>Catches various sizes of balls self-tossed/tossed by a skilled thrower. (S1.E16.1b)</p> <p>*K1 catch includes cradling/trapping</p>	<p>Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)</p>	<p>Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern. (S1.E16.3)</p>	<p>Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment. (S1.E16.4)</p>	<p>Catches a batted ball above the head, at chest/waist level and along the ground using a mature pattern in a non-dynamic environment. (S1.E16.5a)</p> <p>Catches with reasonable one-on-one practice tasks. (S1.E16.5b)</p> <p>Catches with consistent control with both partners moving. Consistency in dynamic, small-sided practice tasks. (S1.E16.5c)</p>
<p>S1.E17 SD Revised</p> <p>Manipulative</p> <p>Dribbling/Ball Control With Hands</p>	<p>Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)</p>	<p>Dribbles continuously in self-space using the dominant hand. (S1.E17.1)</p>	<p>Dribbles in self-space with dominant hand demonstrating a mature pattern. (S1.E17.2a)</p> <p>Dribbles using the dominant hand while walking in general space. (S1.E17.2b)</p>	<p>Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. (S1.E17.3)</p>	<p>Dribbles in self-space with both the dominant and the non-dominant hand using a mature pattern. (S1.E17.4a)</p> <p>Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)</p>	<p>Combines hand dribbling with other skills during moving. (S1.E17.5)</p>

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<p>S1.E18</p> <p>Manipulative</p> <p>Dribbling/Ball Control With Feet</p>	<p>Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)</p>	<p>Taps/dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)</p>	<p>Dribbles with the feet in general space with control of ball and body. (S1.E18.2)</p>	<p>Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)</p>	<p>Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)</p>	<p>Combines foot dribbling with other skills in one-on-one practice tasks. (S1.E18.5)</p>
<p>S1.E19</p> <p>Manipulative</p> <p>Passing and Receiving With Feet</p>				<p>Receives and passes a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass. (S1.E19.3)</p>	<p>Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment. (S1.E19.4a)</p> <p>Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.4b)</p>	<p>Passes with the feet, using a mature pattern, as both partners travel. (S1.E19.5a)</p> <p>Receives a pass with the feet, using a mature pattern, as both partners travel. (S1.E19.5b)</p>

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<p>S1.E20</p> <p>Manipulative</p> <p>Dribbling In Combination</p>					<p>Dribbles with hand/feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)</p>	<p>Hand/foot-dribbles with mature patterns in a variety of small-sided game forms. (S1.E20.5)</p>
<p>S1.E21</p> <p>Manipulative</p> <p>Kicking</p>	<p>Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.K)</p>	<p>Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature pattern. (S1.E21.1)</p>	<p>Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of a mature pattern. (S1.E21.2)</p>	<p>Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each. (S1.E21.3a)</p> <p>Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)</p>	<p>Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)</p>	<p>Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)</p>
<p>S1.E22</p> <p>SD Revised</p> <p>Manipulative</p> <p>Volley, Underhand/Overhead</p>	<p>Volleys a lightweight object (balloon), sending it upward. (S1.E22.K)</p>	<p>Volleys an object with an open palm, sending it upward. (S1.E22.1)</p>	<p>Volleys an object upward with consecutive hits. (S1.E22.2)</p>	<p>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 three of the five critical elements of a mature pattern. (S1.E22.3)</p>	<p>Strikes/volleys with a two-hand overhead pattern, sending a ball upward while demonstrating four of the five critical elements of a mature pattern. (S1.E23.4)</p>	<p>Strikes/volleys a ball using a two-hand overhead pattern, sending it upward to a target. (S1.E23.5)</p>

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<p>S1.E23</p> <p>Manipulative</p> <p>Volley, Overhead</p>	<p>SD: Delete:</p> <p>Integrated into S1.E22</p>					
<p>S1.E24</p> <p>SD Revised</p> <p>Manipulative</p> <p>Striking, Short Implement</p>	<p>Strikes a lightweight object with a paddle/short-handled implement. (S1.E24.K)</p>	<p>Strikes a ball with a short-handled implement, sending it in variety of directions. (S1.E24.1)</p>	<p>Strikes an object in a variety of directions with a short-handled implement, using consecutive hits. (S1.E24.2)</p>	<p>Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)</p> <p>Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern. (S1.E24.3b)</p>	<p>Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)</p> <p>Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)</p>	<p>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. (S1.E24.5)</p>
<p>S1.E25</p> <p>SD Revised</p> <p>Manipulative</p> <p>Striking, Long Implement</p>			<p>Strikes an object off a tee or cone with an implement, using correct grip and side-orientation/proper body orientation. (S1.E25.2)</p>	<p>Strikes an object with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). (S1.E25.3)</p>	<p>Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis/badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement. (S1.E25.4)</p>	<p>Strikes a pitched ball with a bat using a mature pattern. (S1E25.5a)</p> <p>Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)</p>

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<p>S1.E26</p> <p>Manipulative</p> <p>In Combination With Locomotor</p>	<p>SD: Delete:</p> <p>Redundant S1E16</p>					
<p>S1.E27</p> <p>SD Revised</p> <p>Manipulative</p> <p>Jumping Rope</p>	<p>Executes a single jump with self-turned rope. (S1.E27.Ka)</p> <p>Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)</p>	<p>Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a)</p> <p>Jumps a long rope up to five times consecutively with teacher-assisted turning. (S1.E27.1b)</p>	<p>Executes a single jump with self-turned rope with a mature pattern. (S1.E27.2a)</p> <p>Jumps a long rope five times consecutively with student turners. (S1.E27.2b)</p>	<p>Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes. (S1.E27.3)</p>	<p>Creates a jump-rope routine with either a short or long rope. (S1.E27.4)</p>	<p>Creates a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)</p>

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.</i>						
S2.E1 SD Revised Movement Concepts/Motor Planning Space/Location Direction Extensions	Differentiates between movement in space/location, direction, and extensions. (S2.E1.Ka) Moves in personal space to a rhythm/beat. (S2.E1.Kb)	Moves in self-space and general space in response to designated rhythms/beats. (S2.E1.1)	Combines locomotor skills in general space to a rhythm/beat. (S2.E1.2)	Recognizes the concept of open spaces in a movement context. (S2.E1.3)	Applies skill concepts in spaces to combination skills involving traveling, (e.g., dribbling and traveling). (S2.E1.4a) Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b) Dribbles in general space with changes in direction and speed. (S2.E1.4c)	Combines movement concepts with locomotor and non-locomotor movements for small groups (e.g., gymnastics, dance and game environments). (S2.E1.5)
S2.E2 SD Revised Movement Concepts/Motor Planning Pathways Levels	Travels in three different pathways. (S2.E2.K)	Travels in different levels or pathways. (S2.E2.1a) Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)	Combines, levels and pathways into simple travel, dance and gymnastics sequences. ² (S2.E2.2)	Utilizes levels and pathways during locomotor skills specific to a wide variety of physical activities. (S2.E2.3)	Combines movement concepts with skills in small-sided practice physical activities. (S2.E2.4)	Combines movement concepts with skills in a variety of physical activities. (S2.E2.5)

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<p>S2.E3 SD Revised</p> <p>Effort Concepts</p> <p>Time Force Flow</p>	<p>Travels in space with time, force, and flow. (S2.E3.K)</p>	<p>Differentiates between fast and slow speeds. (S2.E3.1a)</p> <p>Differentiates between strong and light force. (S2.E3.1b)</p>	<p>Varies time and force with gradual increases and decreases. (S2.E3.2)</p>	<p>Combines movement concepts with effort concepts. (S2.E3.3)</p>	<p>Applies the movement concepts with effort concepts and locomotor or manipulative concepts. (S2.E3.4a)</p> <p>Applies effort concepts when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b)</p>	<p>Applies movement and effort concepts to strategy in game situations. (S2.E3.5a)</p> <p>Applies effort concepts to strike an object with a long-handled implement. (S2.E3.5b)</p> <p>Analyzes movement situations and applies effort concepts in small-sided practice task/game environments, rhythmic activity/dance and gymnastics. (S2.E3.5c)</p>
<p>S2.E4</p> <p>Alignment and Muscular Tension</p>	<p>SD: Deleted S2.E4 <i>Alignment and Muscular Tension</i></p> <p>Renamed it: <i>Relationship Concept</i></p>					

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S2.E4 SD Revised Relationship Concepts Self People Objects	Demonstrates traveling in proximity to self, other people, and other objects safely. (S2.E4.K)	Demonstrates relationship concepts in movement patterns. (S2.E4.1)	Utilizes relationship concepts in small groups. (S2.E4.2)	Utilizes relationship concepts in large groups. (S2.E4.3)	Applies simply strategies/tactics to relationship concepts in small-sided physical activities. (S2.E4.4)	Applies relationship concepts to strategies/tactics in complex physical activities. (S2.E4.5)
S2.E5 Movements Concepts Strategies and Tactics	SD: Added and imbedded S2.E5 into S2.E3					
S2.E6 SD Revised Fitness Principles	Recognizes technology or other resources that affect fitness. (S2.E6.K)	Identifies technology or other resource components that increase or decrease fitness. (S2.E6.1)	Utilizes technology or other resources to enhance experiences in fitness (S2.E6.2)	Acknowledges technology or other resources can be utilized to gather information about fitness. (S2.E6.3)	Uses technology or other resources to recognize different levels of fitness. (S2.E6.4)	Applies technology or other resources which can be used to determine the FITT principle. (S2.E6.5)

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>						
S3.E1 SD Revised Physical Activity Knowledge	Identifies active play opportunities outside physical education class. (S3.E1.K)	Discusses the benefits of being active and exercising/playing. (S3.E.1.1)	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2)	Identifies physical activity benefits as a way to become healthier. (S3.E1.3)	Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
S3.E2 SD Revised Engages In Physical Activity	Participates in physical education class in response to instruction and practice. (S3.E2.K)	Actively participates in physical education class in response to instruction and practice. (S3.E2.1)	Actively engages in physical education class in response to instruction and practice. (S3.E2.2)	Engages in the activities of physical education class with teacher guidance. (S3.E2.3)	Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)	Actively engages in all the activities of physical education. (S3.E2.5)
S3.E3 Fitness Knowledge	Recognizes that when you move fast, your heart beats faster and you breathe faster. ³ (S3. E3.K)	Identifies the heart as a muscle that grows stronger with exercise/play and physical activity. (Se.E3.1)	Uses own body as resistance (e.g., holds body in plank position, animal walks) ⁴ for developing strength. (S3.E3.2a) Identifies physical activities that contribute to fitness. (S3.E3.2b)	Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)	Identifies the components of health-related fitness. ⁵ (S3.E3.4)	Differentiates between skill-related and health-related fitness. ⁶ (S3.E3.5)

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S3.E4 Fitness Knowledge				Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up and cool-down relative to the cardio-respiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up and cool-down relative to various physical activities. (S3.E4.5)
S3.E5 Assessment and Program Planning				Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)	Completes fitness assessments (pre- and post-). (S3.E5.4a) Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	Analyzes results of fitness assessment (pre- and post-), comparing results to fitness components for good health. (S3.E5.5a) Designs a fitness plan, with teacher assistance, to address ways to use physical activity to enhance fitness. (S3.E5.5b)
S3.E6 Nutrition	Recognizes that food provides energy for physical activity. (S3.E6.K)	Differentiates between healthy and unhealthy foods. (S3.E6.1)	Recognizes the “good health balance” of good nutrition with physical activity. (S3.E6.2)	Identifies foods that are beneficial for pre- and post-physical activity. (S3.E6.3)	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.E6.5)
S3.E7 SD Revised Stress Management				Identify what stress is. (S3.E7.3)	Discuss what types of situations cause stress. (S3.E7.4)	Analyze the impact that stress has on the brain and the body. (S3.E7.5)

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.</i>						
S4.E1 SD Revised Personal Responsibility	Follows directions in group settings (e.g.: safe behaviors, following rules, taking turns). (S4.E1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Practices skills with minimal teacher prompting. (S4.E1.2)	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Exhibits responsible behavior in independent group situations. (S4.E1.4)	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
S4.E2 SD Revised Personal Responsibility	Acknowledges responsibility for behavior when prompted. (S4.E2.Ka) Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.Kb)	Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.1a) Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.1b)	Participates independently for extended periods of time. (S4.E2.2a) Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.2b)	Reflects on personal social behavior in physical activity. (S4.E2.3a) Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.3b)	Resolves conflicts in a socially acceptable manner. (S4.E2.4a) Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.4b)	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.5b)
S4.E3 Accepting Feedback	Listens respectfully to general feedback from the teacher. (S4.E3.K)	Responds appropriately to general feedback from the teacher. (S4.E3.1)	Accepts specific corrective feedback from the teacher. (S4.E3.2)	Accepts and implements specific corrective teacher feedback. (S4.E3.3)	Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Gives corrective feedback respectfully to peers. (S4.E3.5)

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S4.E4 SD Revised Working With Others	Shares equipment and space with others. (S4.E4.Ka) Recognizes and understands individual uniqueness and diversity. (S4.E4.Kb)	Works independently with others in partner environments. (S4.E4.1a) Recognizes and understands individual uniqueness and diversity. (S4.E4.1b)	Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.2a) Recognizes and understands individual uniqueness and diversity. (S4.E4.2b)	Works cooperatively with others. (S4.E4.3a) Praises others for their success in movement performance. (S4.E4.3b) Recognizes and understands individual uniqueness and diversity. (S4.E4.3c)	Praises the movement performance of others both more- and less-skilled. (S4.E4.4a) Accepts “players” of all skill levels into the physical activity. (S4.E4.4b) Recognizes and understands individual uniqueness and diversity. (S4.E4.4c)	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5a) Recognizes and understands individual uniqueness and diversity. (S4.E4.5b)
S4.E5 SD Revised Rules and Etiquette	Recognizes the established protocol for class activities. (S4.E5.Ka) Recognizes the fundamentals of good sportsmanship. (S4.E5.Kb)	Exhibits the established protocols for class activities. (S4.E5.1a) Exhibits the fundamentals of good sportsmanship. (S4.E5.1b)	Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2a) Exhibits the fundamentals of good sportsmanship. (S4.E5.2b)	Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3a) Exhibits the fundamentals of good sportsmanship. (S4.E5.3b)	Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4a) Exhibits the fundamentals of good sportsmanship. (S4.E5.4b)	Critiques the etiquette involved in rules of various game activities. (S4.E5.5a) Exhibits the fundamentals of good sportsmanship. (S4.E5.5b)
S4.E6 SD Revised Safety	Follows teacher directions for safe participation and proper use of equipment with teacher reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment with teacher reminders. (S4.E6.1)	Works independently and safely with equipment with teacher reminders. (S4.E6.2)	Works independently and safely with equipment with minimal teacher reminders. (S4.E6.3)	Works safely with peers and equipment in physical activity settings. (S4.E6.4)	Applies safety principles with age-appropriate physical activities. (S4.E6.5)

Standard 5	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction.</i>						
S5.E1 SD Revised Health	Recognizes that physical activity is important for a healthy lifestyle and for brain health (S5.E1.K)	Identifies physical activity as a component of a healthy lifestyle and brain health. (S5.E1.1)	Recognizes and values the balance between physical activity and nutrition for a healthy lifestyle and brain health. (S5.E1.2)	Discusses the relationship between physical activity, healthy lifestyle, and brain health. (S5.E1.3)	Examines the health benefits of participating in physical activity. (S5.E1.4)	Compares the health benefits of participating in various physical activities. (S5.E1.5)
S5.E2 SD Revised Challenge	Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)	Recognizes that challenges and/or difficulties in physical activities can lead to success. (S5.E2.1)	Compares physical activities that bring confidence and challenge. (S5.E2.2.)	Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Recognizes the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)	Expresses (e.g., written essay, visual art, dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
S5.E3 SD Revised Self-Expression/Enjoyment	Identifies physical activities that are enjoyable. ⁷ (S5.E3.Ka) Demonstrates the enjoyment of playing with friends. (S5.E3.Kb)	Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Discusses personal reasons for enjoying physical activities. (S5.E3.1b)	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment). (S5.E3.2)	Reflects on the reasons for enjoying various physical activities. (S5.E3.3)	Recognizes the enjoyment of participating in different physical activities. (S5.E3.4)	Analyzes different physical activities for enjoyment and challenge, identifies reasons for a positive or negative response. (S5.E3.5)

Standard 5	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S5.E4 SD Revised Social Interaction	Reflects on the positive social interactions that come when engaged with others in physical activity (S5.E4.K)	Recognizes the positive social interactions that come when engaged with others in physical activity. (S5.E4.1)	Identifies the positive social interactions that come when engaged with others in physical activity. (S5.E4.2)	Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Describes and/or compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)