

K-4

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **S1**

1.1 Locomotor (Hopping, galloping, running, sliding, skipping, leaping) **S1.E1**

- 4 Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. **S1.E1.4**
 - 3 Leaps using a mature pattern. **S1.E1.3**
 - 2 Skips using a mature pattern. **S1.E1.2**
 - 1 Hops, gallops, jogs and slides using a mature pattern. **S1.E1.1**
 - K Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. **S1.E1.K**
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1.2 Locomotor (Jogging, running) **S1.E2**

- 4 Runs for distance using a mature pattern. **S1.E2.4**
 - 3 Travels showing differentiation between sprinting and running. **S1.E2.3**
 - 2a Runs with a mature pattern. **S1.E2.2A**
 - 2b Travels showing differentiation between jogging and sprinting. **S1.E2.2B**
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1.3 Locomotor (Jumping and landing, horizontal plane) **S1.E3**

- 4 Uses spring-and-step take-offs and landings specific to gymnastics. **S1.E3.4**
- 3 Jumps and lands in the horizontal and vertical planes using a mature pattern. **S1.E3.3**
- 2 Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one and two-foot take-offs and landings. **S1.E3.2**
- 1 Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. **S1.E3.1**
- K Performs jumping and landing actions with balance. **S1.E3.K**

1.4 Locomotor (Jumping and landing, vertical plane) S1.E4

- 4 Uses spring-and-step take-offs and landings specific to gymnastics. S1.E4.4
 - 3 Jumps and lands in the horizontal and vertical planes using a mature pattern. S1.E4.3
 - 2 Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. S1.E4.2
 - 1 Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. S1.E4.1
- K** Performs jumping and landing actions with balance. S1.E4.K
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1.5 Locomotor (Dance) S1.E5

- 4 Combines locomotor movement patterns and dance steps to create and perform an original dance. S1.E5.4
 - 3 Performs teacher- selected and developmentally appropriate dance steps and movement patterns. S1.E5.3
 - 2 Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms. S1.E5.2
 - 1 Combines locomotor and nonlocomotor skills in a teacher-designed dance. S1.E5.1
- K** Performs locomotor skills in response to teacher-led creative dance. S1.E5.K
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1.6 Locomotor (Combinations) S1.E6

- 4 Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks. S1.E6.4
 - 3 Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. S1.E6.3
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1.7 Nonlocomotor* (stability) Balance S1.E7

- 4 Balances on different bases of support on apparatus, demonstrating levels and shapes. S1.E7.4
 - 3 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. S1.E7.3
 - 2a Balances on different bases of support, combining levels and shapes. S1.E7.2A
 - 2b Balances in an inverted position* with stillness and supportive base. S1.E7.2B
 - 1 Maintains stillness on different bases of support with different body shapes. S1.E7.1
- Ka** Maintains momentary stillness on different bases of support. S1.E7.KA
- Kb** Forms wide, narrow, curled and twisted body shapes. S1.E7.KB

1.8 Nonlocomotor (stability) Weight transfer S1.E8

- 4 Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). S1.E8.4
- 3 Transfers weight from feet to hands for momentary weight support. S1.E8.3
- 2 Transfers weight from feet to different body parts/bases of support for balance. S1.E8.2
- 1 Transfers weight from one body part to another in self- space in dance and gymnastics. S1.E8.1

1.9 Nonlocomotor (stability) Weight transfer, rolling S1.E9

- 4 Applies the skill of weight transfer, rolling S1.E9.4
- 3 Applies the skill of weight transfer, rolling S1.E9.3
- 2 Rolls in different directions with either a narrow or curled body shape. S1.E9.2
- 1 Rolls with either a narrow or curled body shape. S1.E9.1
- K Rolls sideways in a narrow body shape. S1.E9.K

1.10 Nonlocomotor (stability) Curling and stretching; twisting and bending S1.E10

- 4 Moves into and out of balances on apparatus with curling, twisting and stretching actions. S1.E10.4
- 3 Moves into and out of gymnastics balances with curling, twisting and stretching actions. S1.E10.3
- 2 Differentiates among twisting, curling, bending and stretching actions. S1.E10.2
- 1 Demonstrates twisting, curling, bending and stretching actions. S1.E10.1
- K Contrasts the actions of curling and stretching. S1.E10.K

1.11 Nonlocomotor (stability) Combinations S1.E11

- 4 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. S1.E11.4
- 3 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. S1.E11.3
- 2 Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics). S1.E11.2

1.12 Nonlocomotor (stability) Balance and weight transfers S1.E12

- 4 Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. S1.E12.4
- 3 Combines balance and weight transfers with movement concepts to create and perform a dance. S1.E12.3

1.13 Manipulative (Underhand throw) S1.E13

- 4 Applies the skill of underhand throwing. S1.E13.4
- 3 Throws underhand to a partner or target with reasonable accuracy. S1.E13.3
- 2 Throws underhand using a mature pattern. S1.E13.2
- 1 Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. S1.E13.1
- K Throws underhand with opposite foot forward. S1.E13.K

1.14 Manipulative (Overhand throw) S1.E14

- 4a Throws overhand using a mature pattern in nondynamic environments (closed skills). S1.E14.4A
- 4b Throws overhand to a partner or at a target with accuracy at a reasonable distance. S1.E14.4B
- 3 Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. S1.E14.3
- 2 Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. S1.E14.2

1.15 Manipulative (Passing with hands) S1.E15

- 4 Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). S1.E15.4

1.16 Manipulative (Catching) S1.E16

- 4 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). S1.E16.4
- 3 Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. S1.E16.3
- 2 Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. S1.E16.2
- 1a Catches a soft object from a self-toss before it bounces. S1.E16.1A
- 1b Catches various sizes of balls self-tossed or tossed by a skilled thrower. S1.E16.1B
- Ka Drops a ball and catches it before it bounces twice. S1.E16.KA
- Kb Catches a large ball tossed by a skilled thrower. S1.E16.KB

1.17 Manipulative (Dribbling and/or ball control with hands) S1.E17

- 4a Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. S1.E17.4A
- 4b Dribbles in general space with control of ball and body while increasing and decreasing speed. S1.E17.4B
- 3 Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. S1.E17.3
- 2a Dribbles in self-space with preferred hand demonstrating a mature pattern. S1.E17.2A
- 2b Dribbles using the preferred hand while walking in general space. S1.E17.2B
- 1 Dribbles continuously in self-space using the preferred hand. S1.E17.1
- K Dribbles a ball with one hand, attempting the second contact. S1.E17.K

1.18 Manipulative (Dribbling/ball control with feet) S1.E18

- 4 Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. S1.E18.4
- 3 Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. S1.E18.3
- 2 Dribbles with the feet in general space with control of ball and body. S1.E18.2
- 1 Taps or dribbles a ball using the inside of the foot while walking in general space. S1.E18.1
- K Taps a ball using the inside of the foot, sending it forward. S1.E18.K

1.19 Manipulative (Passing and receiving with feet) S1.E19

- 4a Passes and receives a ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). S1.E19.4A
- 4b Passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. S1.E19.4B
- 3 Passes and receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. S1.E19.3

1.20 Manipulative (Dribbling in combination) S1.E20

- 4 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). S1.E20.4

1.21 Manipulative (Kicking) S1.E21

- 4 Kicks along the ground and in the air, and punts using mature patterns. S1.E21.4
- 3a 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. S1.E21.3A
- 3b Uses a continuous running approach and kicks a stationary ball for accuracy. S1.E21.3B
- 2 Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. S1.E21.2
- 1 Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. S1.E21.1
- K Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 critical elements of a mature kicking pattern. S1.E21.K

1.22 Manipulative (Volley underhand) S1.E22

- 4 Volleys underhand using a mature pattern, in a dynamic environment (e.g., two square, four square, handball). S1.E22.4
- 3 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. S1.E22.3
- 2 Volleys an object upward with consecutive hits. S1.E22.2
- 1 Volleys an object with an open palm, sending it upward. S1.E22.1
- K Volleys a light-weight object (balloon), sending it upward. S1.E22.K

1.23 Manipulative (Volley overhead) S1.E23

- 4 Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. S1.E23.4

1.24 Manipulative (Striking with short implement) S1.E24

- 4a Strikes an object with a short-handled implement while demonstrating a mature pattern. S1.E24.4A
- 4b Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. S1.E24.4B
- 3a Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. S1.E24.3A
- 3b Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. S1.E24.3B
- 2 Strikes an object upward with a short-handled implement, using consecutive hits. S1.E24.2
- 1 Strikes a ball with a short-handled implement, sending it upward. S1.E24.1
- K Strikes a light-weight object with a paddle or short-handled racket. S1.E24.K

1.25 Manipulative (Striking with long implement) S1.E25

- 4 Strikes an object with a long-handled implement (e.g., 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). S1.E25.4
- 3 Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. S1.E25.3
- 2 Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation. S1.E25.2

1.26 Manipulative (In combination with locomotor) S1.E26

- 4 Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice-task environments. S1.E26.4

1.27 Manipulative (Jump Rope) S1.E27

- 4 Creates a jump-rope routine with either a short or long rope. S1.E27.4
 - 3 Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. S1.E27.3
 - 2a Jumps a self-turned rope consecutively forward and backward with a mature pattern. S1.E27.2A
 - 2b Jumps a long rope 5 times consecutively with students turners. S1.E27.2B
 - 1a Jumps forward or backward consecutively using a self-turned rope. S1.E27.1A
 - 1b Jumps a long rope up to 5 times consecutively with teacher-assisted turning. S1.E27.1B
 - Ka Executes a single jump with self-turned rope. S1.E27.KA
 - Kb Jumps a long rope with teacher-assisted turning. S1.E27.KB
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The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. S2

2.1 Movement concepts (Space) S2.E1

- 4a Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). S2.E1.4A
 - 4b Applies the concept of closing spaces in small-sided practice tasks. S2.E1.4B
 - 4c Dribbles in general space with changes in direction and speed. S2.E1.4C
 - 3 Recognizes the concept of open spaces in a movement context. S2.E1.3
 - 2 Combines locomotor skills in general space to a rhythm. S2.E1.2
 - 1 Moves in self-space and general space in response to designated beats or rhythms. S2.E1.1
 - Ka Differentiates between movement in personal (self- space) and general space. S2.E1.KA
 - Kb Moves in personal space to a rhythm. S2.E1.KB
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2.2 Movement concepts (Pathways, shapes, levels) S2.E2

- 4 Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. S2.E2.4
- 3. Recognizes locomotor skills specific to a wide variety of physical activities. S2.E2.3
- 2 Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. S2.E2.2
- 1a Travels demonstrating low, middle and high levels. S2.E2.1A
- 1b Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). S2.E2.1B
- K Travels in three different pathways. S2.E2.K

2.3 Movement concepts (Speed, direction, force) S2.E3

- 4a Applies the movement concepts of speed, endurance and pacing for running. S2.E3.4A
- 4b Applies the concepts of direction and force when striking an object with a short-handed implement, sending it toward a designated target. S2.E3.4B
- 3 Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. S2.E3.3
- 2 Varies time and force with gradual increases and decreases. S2.E3.2
- 1a Differentiates between fast and slow speeds. S2.E3.1A
- 1b Differentiates between strong and light force. S2.E3.1B
- K Travels in general space with different speeds. S2.E3.K

2.4 Movement concepts (Alignment and muscular tension) S2.E4

- 4 Applies the skill of alignment and muscular tension. S2.E4.4
- 3a Employs the concept of alignment in gymnastics and dance. S2.E4.3A
- 3b Employs the concept of muscular tension with balance in gymnastics and dance. S2.E4.3B

2.5 Movement concepts (Strategies & tactics) S2.E5

- 4a Applies simple offensive strategies and tactics in chasing and fleeing activities. S2.E5.4A
- 4b Applies simple defensive strategies and tactics in chasing and fleeing activities. S2.E5.4B
- 4c Recognizes the types of kicks needed for different games and sports situations. S2.E5.4C
- 3a Applies simple strategies and tactics in chasing activities. S2.E5.3A
- 3b Applies simple strategies in fleeing activities. S2.E5.3B

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. S3

3.1 Physical activity knowledge S3.E1

- 4 Analyzes opportunities for participating in physical activity outside physical education class. S3.E1.4
- 3a Charts participation in physical activities outside physical education class. S3.E1.3A
- 3b Identifies physical activity as a way to become healthier. S3.E1.3B
- 2 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
- 1. Discusses the benefits of being active and exercising and/or playing. S3.E1.1
- K Identifies active-play opportunities outside physical education class. S3.E1.K

3.2 Engages in physical activity S3.E2

- 4 Engages actively in the activities of physical education class, both teacher-directed and independent. S3.E2.4
- 3 Engages actively in the activities of physical education class without teacher prompting. S3.E2.3
- 2 Engages actively in physical education class in response to instruction and practice. S3.E2.2
- 1 Engages actively in physical education class. S3.E2.1
- K Participates actively in physical education class. S3.E2.K

3.3 Fitness knowledge S3.E3

- 4 Identifies the components of health-related fitness. S3.E3.4
- 3 Describes the concept of fitness and provides examples of physical activity to enhance fitness. S3.E3.3
- 2a Uses own body as resistance (e.g., holds body in plank position, animal walks) 4 for developing strength. S3.E3.2A
- 2b Identifies physical activities that contribute to fitness. S3.E3.2B
- 1 Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. S3.E3.1
- K Recognizes that when you move fast, your heart beats faster and you breathe faster. S3.E3.K

3. Fitness knowledge S3.E4

- 4 Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment. S3.E4.4
- 3 Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. S3.E4.3

3.5 Assessment and program planning S3.E5

- 4a Completes fitness assessments (pre and post). S3.E5.4A
- 4b Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. S3.E5.4B
- 3 Demonstrates, with teacher direction, the health-related fitness components. S3.E5.3

3.6 Nutrition S3.E6

- 4 Discusses the importance of hydration and hydration choices relative to physical activities. S3.E6.4
 - 3 Identifies foods that are beneficial for before and after physical activity. S3.E6.3
 2. Recognizes the “good health balance” of good nutrition with physical activity. S3.E6.2
 - 1 Differentiates between healthy and unhealthy foods. S3.E6.1
 - K Recognizes that food provides energy for physical activity. S3.E6.K
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The physically literate individual exhibits responsible personal and social behavior that respects self and others. S4

4.1 Personal responsibility S4.E1

- 4 Exhibits responsible behavior in independent group situations. S4.E1.4
 3. Exhibits personal responsibility in teacher-directed activities. S4.E1.3
 2. Practices skills with minimal teacher prompting. S4.E1.2
 - 1 Accepts personal responsibility by using equipment and space appropriately. S4.E1.1
 - K Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). S4.E1.K
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4.2 Personal responsibility S4.E2

- 4 Reflects on personal social behavior in physical activity. S4.E2.4
 - 3 Works independently for extended periods of time. S4.E2.3
 2. Accepts responsibility for class protocols with behavior and performance actions. S4.E2.2
 - 1 Follows the rules and parameters of the learning environment. S4.E2.1
 - K Acknowledges responsibility for behavior when prompted. S4.E2.K
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4.3 Accepting feedback S4.E3

- 4 Listens respectfully to corrective feedback from others (e.g., peers, adults). S4.E3.4
- 3 Accepts and implements specific corrective feedback from the teacher. S4.E3.3
2. Accepts specific corrective feedback from the teacher. S4.E3.2
- 1 Responds appropriately to general feedback from the teacher. S4.E3.1
- K Follows instruction and directions when prompted. S4.E3.K

4.4 Working with others S4.E4

- 4a Praises the movement performance of others both more skilled and less skilled. S4.E4.4A
- 4b Accepts players of all skill levels into the physical activity. S4.E4.4B
- 3a Works cooperatively with others. S4.E4.3A
- 3b Praises others for their success in movement performance. S4.E4.3B
- 2 Works independently with others in partner environments. S4.E4.2
- 1 Works independently with others in a variety of class environments (e.g., small and large groups). S4.E4.1
- K Shares equipment and space with others. S4.E4.K

4.5 Rules & etiquette S4.E5

- 4. Exhibits etiquette and adherence to rules in a variety of physical activities. S4.E5.4
- 3 Recognizes the role of rules and etiquette in physical activity with peers. S4.E5.3
- 2 Recognizes the role of rules and etiquette in teacher-designed physical activities. S4.E5.2
- 1 Exhibits the established protocols for class activities. S4.E5.1
- K Recognizes the established protocol for class activities. S4.E5.K

4.6 Safety S4.E6

- 4 Works safely with peers and equipment in physical activity settings. S4.E6.4
- 3 Works independently and safely in physical activity settings. S4.E6.3
- 2a Works independently and safely in physical education. S4.E6.2A
- 2b Works safely with physical education equipment. S4.E6.2B
- 1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders. S4.E6.1
- K Follows teacher directions for safe participation and proper use of equipment with minimal reminders. S4.E6.K

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. S5

5.1 Health S5.E1

- 4 Examines the health benefits of participating in physical activity. S5.E1.4
- 3. Discusses the relationship between physical activity and good health. S5.E1.3
- 2 Recognizes the value of “good health balance.” S5.E1.2
- 1 Identifies physical activity as a component of good health. S5.E1.1
- K Recognizes that physical activity is important for good health. S5.E1.K

5.2 Challenge S5.E2

- 4 Rates the enjoyment of participating in challenging and mastered physical activities. S5.E2.4
3. Discusses the challenge that comes from learning a new physical activity. S5.E2.3
- 2 Compares physical activities that bring confidence and challenge. S5.E2.2
- 1 Recognizes that challenge in physical activities can lead to success. S5.E2.1
- K Acknowledges that some physical activities are challenging/difficult. S5.E2.K

5.3 Self-expression & enjoyment S5.E3

- 4 Ranks the enjoyment of participating in different physical activities. S5.E3.4
- 3 Reflects on the reasons for enjoying selected physical activities. S5.E3.3
2. Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in games environments). S5.E3.2
- 1a Describes positive feelings that result from participating in physical activities. S5.E3.1A
- 1b Discusses personal reasons (i.e., the “why”) for enjoying physical activities. S5.E3.1B
- Ka Identifies physical activities that are enjoyable. S5.E3.KA
- Kb Discusses the enjoyment of playing with friends. S5.E3.KB

5.4 Social interaction S5.E4

- 4 Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. S5.E4.4
- 3 Describes the positive social interactions that come when engaged with others in physical activity. S5.E4.3