

Kindergarten Physical Education Standards & Grade Level Outcomes Addressed

Unit:

GLO:	Standard #1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Lesson Number:
(S1.E1.K)	Performs locomotor skills while maintaining balance	
(S1.E3.K)	Performs jumping & landing actions with balance	
(S1.E5.K)	Performs locomotor skills in response to teacher-led creative dance	
(S1.E7.Ka)	Maintains momentary stillness on different bases of support	
(E1.E7.Kb)	Forms wide, narrow curled and twisted body shapes	
(S1.E9.K)	Rolls sideways in a narrow body shape	
(S1.E10.K)	Contrasts the actions of curling & stretching	
(S1.E13.K)	Throws underhand with opposite foot forward	
(S1.E16.Ka)	Drops balls and catches it before it bounces twice	
(S1.E16.Kb)	Catches a large ball tossed by a skilled thrower	
(S1.E17.K)	Dribbles ball with 1 hand, attempting a 2nd contact	
(S1.E18.K)	Taps a ball using the inside of the foot, sending it forward	
(S1.E21.K)	Kicks a stationary ball from a stationary position demonstrating 2 of 5 elements of mature kicking pattern	
(S1.E22.K)	Volleys a light-weighted object (balloon) sending it upward	
(S1.E24.K)	Strikes a light-weight object with a paddle or short-handled racquet	
(S1.E27.Ka)	Executes a single jump with self-turned rope	
(S1.E27.Kb)	Jumps a long rope with teacher-assisted turning	
GLO:	Standard #2 - The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	Lesson Number:
(S2.E1.Ka)	Differentiates between movement in personal (self space) and general space	
(S2.E1.Kb)	Moves in personal space to rhythm	
(S2.E2.K)	Travels in 3 different pathways	
(S2.E3.K)	Travels in general space with different speeds	
GLO:	Standard #3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Lesson Number:
(S3.E1.K)	Identifies active-play opportunities outside Physical Education class	
(S3.E2.K)	Actively participates in Physical Education class	
(S3.E3.K)	Recognizes that when you move fast, your heart beats faster and you breathe faster	
(S3.E6.K)	Recognizes that food provides energy for physical activity	
GLO:	Standard #4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Lesson Number:
(S4.E1.K)	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns)	
(S4.E2.K)	Acknowledges responsibility for behavior when prompted	
(S4.E3.K)	Follows instruction / directions when prompted	
(S4.E4.K)	Shares equipment and space with others	
(S4.E5.K)	Recognizes the established protocols for class activities	
(S4.E6.K)	Follows teacher direction for safe participation and proper use of equipment with minimal reminders	
GLO:	Standard #5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Lesson Number:
(S5.E1.K)	Recognizes that physical activity is important for good health	
(S5.E2.K)	Acknowledges that some physical activities are challenging/difficult	
(S5.E3.Ka)	Identifies physical activities that are enjoyable	
(S5.E3.Kb)	Discusses the enjoyment of playing with friends	

1st Grade Physical Education Standards & Grade Level Outcomes Addressed

Unit:		
GLO:	Standard #1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Lesson Number:
(S1.E1.1)	Hops, gallops, jogs and slides using a mature pattern	
(S1.E3.1)	Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take offs and landings	
(S1.E4.1)	Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane	
(S1.E5.1)	Combines locomotor and non-locomotor skills in a teacher-designed dance	
(S1.E7.1)	Maintains stillness on different bases of support with different body shapes	
(S1.E8.1)	Transfers weight from one body part to another in self-space in dance and gymnastics environments	
(S1.E9.1)	Rolls with either a narrow or curled body shape	
(S1.E10.1)	Demonstrates twisting, curling, bending & stretching actions	
(S1.E13.1)	Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern	
(S1.E16.1a)	Catches a soft object from a self-toss before it bounces	
(S1.E16.1b)	Catches various sizes of balls self-tossed or tossed by a skilled thrower	
(S1.E17.1)	Dribbles continuously in self-space using the preferred hand	
(S1.E18.1)	Taps or dribbles a ball using the inside of the foot while walking in general space	
(S1.E21.1)	Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern	
(S1.E22.1)	Volleys an object with an open palm, sending it upward	
(S1.E24.1)	Strikes a ball with a short-handled implement, sending it upward	
(S1.E27.1a)	Jumps forward or backward consecutively using a self-turned rope	
(S1.E27.1b)	Jumps a long rope up to 5 times consecutively with teacher-assisted turning	
GLO:	Standard #2 - The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	Lesson Number:
(S2.E1.1)	Moves in self-space and general space in response to designated beats/rhythms	
(S2.E2.1a)	Travels demonstrating low, middle and high levels	
(S2.E2.1b)	Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through)	
(S2.E3.1a)	Differentiates between fast and slow speeds	
(S2.E3.1b)	Differentiates between strong and light force	
GLO:	Standard #3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Lesson Number:
(S3.E1.1)	Discusses the benefits of being active and exercising and/or playing	
(S3.E2.1)	Actively engages in physical education class	
(S3.E3.1)	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity	
(S3.E6.1)	Differentiates between healthy and unhealthy foods	
GLO:	Standard #4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Lesson Number:
(S4.E1.1)	Accepts personal responsibility by using equipment and space appropriately	
(S4.E2.1)	Follows the rules & parameters of the learning environment	
(S4.E3.1)	Responds appropriately to general feedback from the teacher	
(S4.E4.1)	Works independently with others in a variety of class environments (e.g., small and large groups)	
(S4.E5.1)	Exhibits the established protocols for class activities	
(S4.E6.1)	Follows teacher directions for safe participation and proper use of equipment without teacher reminders	
GLO:	Standard #5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Lesson Number:
(S5.E1.1)	Identifies physical activity as a component of good health	
(S5.E2.1)	Recognizes that challenge in physical activities can lead to success	
(S5.E3.1a)	Describes positive feelings that result from participating in physical activities	
(S5.E3.1b)	Discusses personal reasons (i.e., the "why") for enjoying physical activities	

2nd Grade Physical Education Standards & Grade Level Outcomes Addressed

Unit:		
GLO:	Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Lesson Number:
(S1.E1.2)	Skips using a mature pattern	
(S1.E2.2a)	Runs with a mature pattern	
(S1.E2.2b)	Travels showing differentiation between jogging and sprinting	
(S1.E3.2)	Demonstrates 4 of 5 critical elements for jumping and landing in a horizontal plane using a variety of 1 and 2 foot take-offs and landings	
(S1.E4.2)	Demonstrates 4 of the 5 critical elements for jumping & landing in vertical plane	
(S1.E5.2)	Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms	
(S1.E7.2a)	Balances on different bases of supports, combining levels and shapes	
(S1.E7.2b)	Balances in an inverted position with stillness and supported base	
(S1.E8.2)	Transfers weight from feet to different body parts for balance/basis of travel	
(S1.E9.2)	Rolls in different directions with either narrow or curled body shape	
(S1.E10.2)	Differentiates among twisting, curling, bending, & stretching actions	
(S1.E11.2)	Combines balances and transfers into a 3 part sequence	
(S1.E13.2)	Throws underhand using a mature pattern	
(S1.E14.2)	Throws overhand demonstrating 2 of 5 elements of a mature pattern	
(S1.E16.2)	Catches a self tosses or well thrown big ball with hands only	
(S1.E17.2a)	Dribbles in self-space with preferred hand demonstrating mature pattern	
(S1.E17.2b)	Dribbles using the preferred hand while walking in general space	
(S1.E18.2)	Dribbles with the feet in general space with ball and body control	
(S1.E21.2)	Uses a continuous running approach and kicks a moving ball	
(S1.E22.2)	Volleys an object upward with consecutive hits	
(S1.E24.2)	Strikes an object upward with a short-handled implement, using consecutive hits	
(S1.E25.2)	Strikes a ball off a tee or cone with a bat using correct grip and side orientation / proper body orientation	
(S1.E27.2a)	Jumps a self-turned rope consecutively forward & backward with a mature pattern	
(S1.E27.2b)	Jumps a long rope 5 time consecutively with student turners	
GLO:	Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	Lesson Number:
(S2.E1.2)	Combines locomotor skills in general space to rhythm	
(S2.E2.2)	Combines shapes, levels, & pathways into simple travel, dance, & gymnastic sequences	
(S2.E3.2)	Varies time and force with gradual increases and decreases	
GLO:	Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Lesson Number:
(S3.E1.2)	Describes large motor and/or manipulative physical activities for participation outside of Physical Education class	
(S3.E2.2)	Actively engages in Physical Education class in response to instruction and practice	
(S3.E3.2a)	Uses own body as resistance for developing strength	
(S3.E3.2b)	Identifies physical activities that contribute to fitness	
(S3.E6.2)	Recognizes the "good health balance" of nutrition and physical activity	
GLO:	Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Lesson Number:
(S4.E1.2)	Practices skills with minimal teacher prompting	
(S4.E2.2)	Accepts responsibility for class protocols with behavior and performance actions	
(S4.E3.2)	Accepts specific corrective feedback from the teacher	
(S4.E4.2)	Works independently with others in partner environments	
(S4.E5.2)	Recognizes the role of rules and etiquette in teacher-designed physical activities	
(S4.E6.2a)	Works independently and safely in Physical Education	
(S4.E6.2b)	Works safely with Physical Education equipment	
GLO:	Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction	Lesson Number:
(Refer to S3.E6.2)	Recognizes the value of "good health balance"	
(S5.E2.2)	Compares physical activities that bring confidence and challenge	
(S5.E3.2)	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment)	

3rd Grade Physical Education Standards & Grade Level Outcomes Addressed

Unit:

GLO:	Standard #1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Lesson Number:
(S1.E1.3)	Leaps using a mature pattern	
(S1.E2.3)	Travels showing differentiation between sprinting and running	
(S1.E3.3)	Jumps and lands in the horizontal plane using mature pattern	
(S1.E4.3)	Jumps and lands in vertical plane using a mature pattern	
(S1.E5.3)	Performs teacher-selected and developmentally appropriate dance steps and movement patterns	
(S1.E6.3)	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly without hesitation	
(S1.E7.3)	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts	
(S1.E8.3)	Transfers weight from feet to hands for momentary weight support	
(S1.E9.3)	Applies skill	
(S1.E10.3)	Moves into and out of gymnastics balances with curling, twisting & stretching actions	
(S1.E11.3)	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance	
(S1.E12.3)	Combines balance and weight transfers with movement concepts to create and perform dance	
(S1.E13.3)	Throws underhand to a partner or target with reasonable accuracy	
(S1.E14.3)	Throws overhand demonstrating 3/5 critical elements of a mature pattern in non-dynamic environments (closed skills), for distance and/or force	
(S1.E16.3)	Catches a gently tossed hand-size ball from a partner, demonstrating 4/5 critical elements of a mature pattern	
(S1.E17.3)	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body	
(S1.E18.3)	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body	
(S1.E19.3)	Passes & receives ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass	
(S1.E21.3a)	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air demonstrating 4/5 of the critical elements of mature pattern for each	
(S1.E21.3b)	Uses a continuous running approach and kicks a stationary ball for accuracy	
(S1.E22.3)	Volleys an object with underhand or sidearm striking pattern, sending it forward over a net, to the wall, or over a line to a partner, while demonstrating 4/5 elements of mature pattern	
(S1.E24.3a)	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall	
(S1.E24.3b)	Strikes an object with a short-handled implement while demonstrating 3/5 critical elements of mature pattern	
(S1.E25.3)	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	
(S1.E27.3)	Performs intermediate jump-rope skills (e.g., a variety of tricks, running in & out of long rope) for both short and long ropes	
GLO:	Standard #2 - The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	Lesson Number:
(S2.E1.3)	Recognizes the concept of open spaces in a movement context	
(S2.E2.3)	Recognizes locomotor skills specific to a wide variety of physical activities	
(S2.E3.3)	Combines movement concepts (directions, levels, force, time) with skills as directed by teacher	
(S2.E4.3a)	Employs the concept of alignment in gymnastics and dance	
(S2.E4.3b)	Employs the concept of muscular tension with balance in gymnastics and dance	
(S2.E5.3a)	Applies simple strategies & tactics in chasing activities	
(S2.E5.3b)	Applies simple strategies in fleeing activities	
GLO:	Standard #3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Lesson Number:
(S3.E1.3a)	Charts participation in physical activities outside of physical education class	
(S3.E1.3b)	Identifies physical activity benefits as a way to become healthier	
(S3.E2.3)	Engages in the activities of physical education class without teacher prompting	
(S3.E3.3)	Describes the concept of fitness and provides examples of physical activity to enhance fitness	
(S3.E4.3)	Recognizes the importance of warm-up & cool-down relative to vigorous physical activity	
(S3.E5.3)	Demonstrates, with teach direction, the health-related fitness components	
(S3.E6.3)	Identifies foods that are beneficial for before and after physical activity	
GLO:	Standard #4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Lesson Number:
(S4.E1.3)	Exhibits personal responsibility in teacher-directed activities	
(S4.E2.3)	Works independently for extended periods of time	
(S4.E3.3)	Accepts and implements specific corrective feedback from the teacher	
(S4.E4.3a)	Works cooperatively with others	
(S4.E4.3b)	Praises others for their success in movement performance	
(S4.E5.3)	Recognizes the role of rules and etiquette in physical activity with peers	
(S4.E6.3)	Works independently and safely in physical activity settings	
GLO:	Standard #5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction	Lesson Number:
(S5.E1.3)	Discusses the relationship between physical activity and good health	
(S5.E2.3)	Discusses the challenge that comes from learning a new physical activity	
(S5.E3.3)	Reflects on the reasons for enjoying selected physical activities	
(S5.E4.3)	Describes the positive social interactions that come when engages with others in physical activity	

4th Grade Physical Education Standards & Grade Level Outcomes Addressed

Unit:

GLO:	Standard #1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Lesson Number:
(S1.E1.4)	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastic experiences	
(S1.E2.4)	Runs for distance using mature pattern	
(S1.E3.4)	Uses spring-and-step takeoffs and landings specific to gymnastics	
(S1.E5.4)	Combines locomotor movement patterns and dance steps to create and perform an original dance	
(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.E7.4)	Balances on different bases of support on apparatus, demonstrating levels and shapes	
(S1.E8.4)	Transfers weight from feet to hands varying speed and using large extensions (e.g., mule kick, handstand, cartwheels)	
(S1.E9.4)	Applies skill	
(S1.E10.4)	Moves into and out of balances on apparatus with curling, twisting, and stretching actions	
(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.E12.4)	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus	
(S1.E13.4)	Applies skill	
(S1.E14.4a)	Throws overhand using a mature pattern in a non-dynamic environment (closed skills)	
(S1.E14.4b)	Throws overhand to a partner or at a target with accuracy at a reasonable distance	
(S1.E15.4)	Throws to a moving partner with reasonable accuracy in non-dynamic environment (closed skills)	
(S1.E16.4)	Catches a thrown ball above the head, at chest or waist level, and below the waist using mature pattern in a non-dynamic environment (closed skill)	
(S1.E17.4a)	Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern	
(S1.E17.4b)	Dribbles in general space with control of ball and body while increasing and decreasing speed	
(S1.E18.4)	Dribbles with the feet in general space with control of the ball and body while increasing and decreasing speed	
(S1E19.4a)	Passes & receives ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills)	
(S1.E19.4b)	Receives and passes a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before or returning the pass	
(S1.E20.4)	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting)	
(S1.21.4)	Kicks along the ground in the air, and punts using mature manner	
(S1.E22.4)	Volleys underhand using mature pattern in non-dynamic environment (e.g., 2-square, 4-square, handball)	
(S1.E23.4)	Volleys a ball with a two-hand overhead pattern, sending it stating 4/5 critical elements of a mature pattern	
(S1.E24.4a)	Strikes an object with a short-handled implement while demonstrating a mature pattern	
(S1.E24.4b)	Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall	
(S1.E25.4)	Strikes an object with a long-handled implement (e.g., hockey stick, bat, golf club, tennis or badminton racket) demonstrating 3/5 elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through)	
(S1.E26.4)	Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student designed small-sided practice-task environments	
(S1.E27.4)	Creates a jump rope routine with either a short or long rope	
GLO:	Standard #2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance	Lesson Number:
(S2.E1.4a)	Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling, and traveling)	
(S2.E1.4b)	Applies the concept of closing small sided practice tasks	
(S2.E1.4c)	Dribbles in general space with changes in direction and speed	
(S2.E2.4)	Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments	
(S2.E3.4a)	Applies the movement concepts of speed, endurance, and pacing for running	
(S2.E3.4b)	Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target	
(S2.E4.4)	Applies skill	
(S2.E5.4a)	Applies simple offensive strategies & tactics in chasing & fleeing activities	
(S2.E5.4b)	Applies simple defensive strategies & tactics in chasing and fleeing activities	
(S2.E5.4c)	Recognizes the types of kicks needed for different games & sports situations	
GLO:	Standard #3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity activity and fitness	Lesson Number:
(S3.E1.4)	Analyzes opportunities for participating in physical activity outside of physical education class	
(S3.E2.4)	Actively engages in the activities of physical education class, both teacher-directed and independent	
(S3.E3.4)	Identifies the components of health-related fitness	
(S3.E4.4)	Demonstrates warm-up & cool-down relative to cardiorespiratory fitness assessment	
(S3.E5.4a)	Completes fitness assessments (pre & post)	
(S3.E5.4b)	Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas	
(S3.E6.4)	Discusses the importance of hydration and hydration choices relative to physical activities	
GLO:	Standard #4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others	Lesson Number:
(S4.E1.4)	Exhibits responsible behavior in independent group situations	
(S4.E2.4)	Reflects on personal social behavior in physical activity	
(S4.E3.4)	Listens respectfully to corrective feedback from others (e.g., peers, adults)	
(S4.E4.4a)	Praises the movement performance of others both more and less skilled	
(S4.E4.4b)	Accepts players of all skill levels into the physical activity	
(S4.E5.4)	Exhibits etiquette and adherence to rules in a variety of physical activities	
(S4.E6.4)	Works safely with peers and equipment in physical activity settings	
GLO:	Standard #5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction	Lesson Number:
(S5.E1.4)	Examines the health benefits of participating in physical activity	
(S5.E2.4)	Rates the enjoyment of participating in challenging and mastered physical activities	
(S5.E3.4)	Ranks the enjoyment of participating in different physical activities	
(S5.E4.4)	Describes & compares the positive social interactions when engages in partner, small-group and large-group physical activities	

5th Grade Physical Education Standards & Grade Level Outcomes Addressed

Unit:

GLO:	Standard #1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Lesson Number:
(S1.E1.5a)	Demonstrates mature patterns of locomotor skills in dynamic small sided practice tasks, gymnastics and dance	
(S1.E1.5b)	Combines locomotor and manipulative skills in a variety of small sided practice tasks in game environments	
(S1.E1.5c)	Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, and basket ball)	
(S1.E2.5)	Uses appropriate pacing for a variety of running distances	
(S1.E3.5)	Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small sided practice tasks in game environments	
(S1.E5.5)	Combines locomotor skills in cultural as well as creative danced (self and group) with correct rhythm and pattern	
(S1.E6.5)	Applies Skill	
(S1.E7.5)	Combines balance and transferring weight in a gymnastics sequence or dance with a partner	
(S1.E8.5)	Transfers weight in gymnastics and dance environments	
(S1.E9.5)	Applies skill	
(S1.E10.5)	Performs curling, twisting & stretching actions with correct application in dance, gymnastics, and small sided practice tasks in game environments	
(S1.E11.5)	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group	
(S1.E12.5)	Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus	
(S1.E13.5a)	Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects	
(S1.E13.5b)	Throws underhand to a large target with accuracy	
(S1.E14.5a)	Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of balls	
(S1.E14.5b)	Throws overhand to large target with accuracy	
(S1.E15.5a)	Throws with accuracy, both partners are moving	
(S1.E15.5b)	Throws with reasonable accuracy in dynamic, small sided practice tasks	
(S1.E16.5a)	Catches a batted ball above the head at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills)	
(S1.E16.5b)	Catches with accuracy, both partners moving	
(S1.E16.5c)	Catches with reasonable accuracy in dynamic, small sided practice tasks	
(S1.E17.5)	Combines hand dribbling with other skills during 1v1 practice tasks	
(S1.E18.5)	Combines foot dribbling with other skills in 1v1 practice tasks	
(S1.E19.5a)	Passes with the feet using a mature pattern as both partners travel	
(S1.E19.5b)	Receives a pass with the feet using a mature pattern as both partners travel	
(S1.E20.5)	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms	
(S1.E21.5)	Demonstrates mature patterns of kicking and punting in small-sided practice task environments	
(S1.E22.5)	Applies Skill	
(S1.E23.5)	Volleys a ball using a two-hand pattern, sending it upward to a target	
(S1.E24.5)	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.E25.5a)	Strikes a pitched ball with a bat using a mature pattern	
(S1.E25.5b)	Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game	
(S1.E26.5)	Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball)	
(S1.E27.5)	Creates a jump rope routine with a partner using either a short or long rope	
GLO:	Standard #2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance	Lesson Number:
(S2.E1.5)	Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments	
(S2.E2.5)	Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self direction	
(S2.E3.5a)	Applies movement concepts to strategy in game situations	
(S2.E3.5b)	Applies the concepts of direction and force to strike an object with a long-handled implement	
(S2.E3.5c)	Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics	
(S2.E4.5)	Applies Skill	
(S2.E5.5a)	Applies basic offensive and defensive strategies & tactics in invasion small-sided practice tasks	
(S2.E5.5b)	Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks	
(S2.E5.5c)	Recognizes the type of throw, volley or striking action needed for different games & sports situations	
GLO:	Standard #3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity activity and fitness.	Lesson Number:
(S3.E1.5)	Charts and analyzes physical activity outside physical education class for fitness benefits of activities	
(S3.E2.5)	Actively engages in all the activities of physical education	
(S3.E3.5)	Differentiates between skill-related and health-related fitness	
(S3.E4.5)	Identifies the need for warm-up & cool-down relative to various physical activities	
(S3.E5.5a)	Analyzes results of fitness assessment (pre & post) comparing results with fitness components for good health	
(S3.E5.5b)	Designs a fitness plan to address ways to use physical activity to enhance fitness	
(S3.E6.5)	Analyzes the impact of food choices relative to physical activity, youth sports & personal health	
GLO:	Standard #4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Lesson Number:
(S4.E1.5)	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee)	
(S4.E2.5a)	Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities	
(S4.E2.5b)	Exhibits respect for self with appropriate behavior while engaging in physical activity	
(S4.E3.5)	Gives corrective feedback respectfully to peers	
(S4.E4.5)	Accepts, recognizes, and actively involves others with both higher and lower skill abilities in physical activities and group projects	
(S4.E5.5)	Critiques the etiquette involved in rules of various game activities	
(S4.E6.5)	Applies safety principles with age-appropriate physical activities	
GLO:	Standard #5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Lesson Number:
(S5.E1.5)	Compares the health benefits of participating in selected physical activities	
(S5.E2.5)	Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity	
(S5.E3.5)	Analyzes different physical activities for enjoyment and challenge, identifying reasons for positive or negative response	
(S5.E4.5)	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport)	