

# Kindergarten

## Kindergarten Physical Education Standards & Grade Level Outcomes Addressed

**Unit:**

**Focus:**

| <b>GLO:</b> | <b>Standard #1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>  | <b>GLO Addressed (✓)</b> |
|-------------|--|--------------------------|
| (S1.E1.K)   | Performs locomotor skills (hopping, galloping, running, sliding, skipping) 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 & 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 one hand, attempting a second 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 the 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  |                          |
| <b>GLO:</b> | <b>Standard #2 - The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>                  | <b>GLO Addressed (✓)</b> |
| (S2.E1.Ka)  | Differentiates between movement in personal (self space) & general space   |                          |
| (S2.E1.Kb)  | Moves in personal space to a rhythm  |                          |
| (S2.E2.K)   | Travels in 3 different pathways  |                          |
| (S2.E3.K)   | Travels in general space with different speeds   |                          |
| <b>GLO:</b> | <b>Standard #3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b> | <b>GLO Addressed (✓)</b> |
| (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   |                          |
| <b>GLO:</b> | <b>Standard #4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</b>   | <b>GLO Addressed (✓)</b> |
| (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  |                          |
| <b>GLO:</b> | <b>Standard #5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>   | <b>GLO Addressed (✓)</b> |
| (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

## 1st Grade Physical Education Standards & Grade Level Outcomes Addressed

**Unit:**

**Focus:**

| <b>GLO:</b> | <b>Standard #1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>  | <b>GLO Addressed (✓)</b> |
|-------------|--|--------------------------|
| (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  |                          |
| <b>GLO:</b> | <b>Standard #2 - The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>                  | <b>GLO Addressed (✓)</b> |
| (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  |                          |
| <b>GLO:</b> | <b>Standard #3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b> | <b>GLO Addressed (✓)</b> |
| (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   |                          |
| <b>GLO:</b> | <b>Standard #4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</b>   | <b>GLO Addressed (✓)</b> |
| (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  |                          |
| <b>GLO:</b> | <b>Standard #5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>   | <b>GLO Addressed (✓)</b> |
| (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

## 2nd Grade Physical Education Standards & Grade Level Outcomes Addressed

| Unit:              | Focus:   |                          |
|--------------------|--|--------------------------|
| <b>GLO:</b>        | <b>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>  | <b>GLO Addressed (✓)</b> |
| (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 supportbase  |                          |
| (S1.E8.2)          | Transfers weight from feet to different body parts//bases of support for balance and/or 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 (i.e. dance, gymnastics)  |                          |
| (S1.E13.2)         | Throws underhand using a mature pattern  |                          |
| (S1.E14.2)         | Throws overhand demonstrating 2 of the 5 elements of a mature pattern  |                          |
| (S1.E16.2)         | Catches a self tossed or well thrown big ball with hands, not trapping or cradling against the body  |                          |
| (S1.E17.2a)        | Dribbles in self-space with preferred hand demonstrating a 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 control of ball and body  |                          |
| (S1.E21.2)         | Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern   |                          |
| (S1.E22.2)         | Volleyes 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  |                          |
| <b>GLO:</b>        | <b>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>  | <b>GLO Addressed (✓)</b> |
| (S2.E1.2)          | Combines locomotor skills in general space to a 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   |                          |
| <b>GLO:</b>        | <b>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>                           | <b>GLO Addressed (✓)</b> |
| (S3.E1.2)          | Describes large motor and/or manipulative physical activities for participation outside of physical education class (e.g., before and after school, at home, at the park, with friends, with the family) |                          |
| (S3.E2.2)          | Actively engages in physical education class in response to instruction and practice   |                          |
| (S3.E3.2a)         | Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength   |                          |
| (S3.E3.2b)         | Identifies physical activities that contribute to fitness  |                          |
| (S3.E6.2)          | Recognizes the "good health balance" of good nutrition and physical activity   |                          |
| <b>GLO:</b>        | <b>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</b>   | <b>GLO Addressed (✓)</b> |
| (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   |                          |
| <b>GLO:</b>        | <b>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</b>                              | <b>GLO Addressed (✓)</b> |
| (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

## 3rd Grade Physical Education Standards & Grade Level Outcomes Addressed

| Unit:       |  | Focus:                   |  |
|-------------|--|--------------------------|--|
| <b>GLO:</b> | <b>Standard #1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>  | <b>GLO Addressed (✓)</b> |  |
| (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 and 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 (Weight transfer/rolling)  |                          |  |
| (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 of the 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 a 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 of the 5 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 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 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 of the 5 critical elements of a 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<br>Note: Use batting tee or ball tossed by teacher for batting |                          |  |
| (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  |                          |  |
| <b>GLO:</b> | <b>Standard #2 - The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>  | <b>GLO Addressed (✓)</b> |  |
| (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 the 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  |                          |  |
| <b>GLO:</b> | <b>Standard #3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>                               | <b>GLO Addressed (✓)</b> |  |
| (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 teacher direction, the health-related fitness components  |                          |  |
| (S3.E6.3)   | Identifies foods that are beneficial for before and after physical activity  |                          |  |
| <b>GLO:</b> | <b>Standard #4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</b>   | <b>GLO Addressed (✓)</b> |  |
| (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   |                          |  |
| <b>GLO:</b> | <b>Standard #5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</b>                                  | <b>GLO Addressed (✓)</b> |  |
| (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 engaged with others in physical activity   |                          |  |

# 4th Grade

## 4th Grade Physical Education Standards & Grade Level Outcomes Addressed

| Unit:       | Focus:  |                          |
|-------------|---|--------------------------|
| <b>GLO:</b> | <b>Standard #1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>   | <b>GLO Addressed (✓)</b> |
| (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 take-offs & 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., kick, handstand, cartwheel)   |                          |
| (S1.E9.4)   | Applies skill (Weight transfer/rolling)   |                          |
| (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 (Underhand throw)   |                          |
| (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 skills)  |                          |
| (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   |                          |
| (S1.E19.4a) | Passes & receives ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills)  |                          |
| (S1.E19.4b) | Passes and receives 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 upward, demonstrating 4 of the 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, 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.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  |                          |
| <b>GLO:</b> | <b>Standard #2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance</b>   | <b>GLO Addressed (✓)</b> |
| (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 spaces in 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 (Alignment & muscular tension)  |                          |
| (S2.E5.4a)  | Applies simple offensive strategies and 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  |                          |
| <b>GLO:</b> | <b>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</b>  | <b>GLO Addressed (✓)</b> |
| (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 the 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   |                          |
| <b>GLO:</b> | <b>Standard #4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others</b>   | <b>GLO Addressed (✓)</b> |
| (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 lessskilled   |                          |
| (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   |                          |
| <b>GLO:</b> | <b>Standard #5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</b>   | <b>GLO Addressed (✓)</b> |
| (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

| 5th Grade Physical Education Standards & Grade Level Outcomes Addressed |   |                   |
|---|---|-------------------|
| Unit:   | Focus:  |                   |
| GLO:  | Standard #1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  | GLO Addressed (✓) |
| (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 / game environments   |                   |
| (S1.E1.5c)  | Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, and basketball)   |                   |
| (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 and 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 (Locomotor combinations)  |                   |
| (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 (Weight transfer/ rolling)  |                   |
| (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 objects   |                   |
| (S1.E14.5b)   | Throws overhand to large target with accuracy   |                   |
| (S1.E15.5a)   | Throws with accuracy, both partners 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 in kicking and punting in small-sided practice task environments   |                   |
| (S1.E22.5)  | Applies Skill (Underhand volley)  |                   |
| (S1.E23.5)  | Volleys a ball using a two-hand overhead 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                                    | GLO Addressed (✓) |
| (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 (Alignment & muscular tension)  |                   |
| (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.        | GLO Addressed (✓) |
| (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.   | GLO Addressed (✓) |
| (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.                   | GLO Addressed (✓) |
| (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)  |                   |