



Fairbanks North Star Borough School District

# PHYSICAL EDUCATION CURRICULUM



**Grades K - 5**

**DRAFT FOUR: APRIL 6, 2016**

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# **INTRODUCTION**

## **GRADES K-5**

The K-5 physical education classroom is an arena of safety, promoting success and expression through a variety of movement opportunities and challenges. Students will be given opportunities to experience and develop self-confidence and self-esteem while participating in a variety of developmentally appropriate activities which will contribute to enhancing skills for a healthy lifestyle.

# MOTOR SKILLS PROGRESSION

## GRADES K-5

### Society of Health and Physical Educators (SHAPE) STANDARD 1

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

Category	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Dribble (hand)</b>	Using both hands, dribble a ball in self-space or general space.	Dribble a ball with dominant hand in self-space or general space.	Dribble a ball with right and left hand in self-space.	Dribble a ball with dominant hand while moving and with non-dominant hand while stationary.	Dribble a ball using mature motor pattern, with dominant hand while moving, and non-dominant while stationary.	Dribble a ball with right and left hand while moving.
<b>Dribble (foot)</b>	Move a ball with feet.	Dribble in general space.	Dribble, keeping ball close to body.	Dribble, keeping ball close to body while moving.	Dribble a ball with right and left foot while moving around stationary obstacles.	Dribble a ball while moving, using a mature motor pattern.
<b>Catch</b>	Bounce and catch an object.	Catch a tossed or bounced object without moving from self-space.	Catch a tossed or bounced object without moving from self-space.	Catch a variety of self-tossed objects.	Catch a variety of objects using a mature motor pattern.	Demonstrate both one- and two-handed catches at different levels.
<b>Kick</b>	Kick a stationary ball.	Kick a stationary object using dominant foot.	Kick a variety of stationary objects using an approach.	Kick a variety of objects both moving and stationary, using an approach.	Attempt a variety of kicks.	Demonstrate a variety of kicks.
<b>Strike</b>	Strike an object using side body orientation.	Strike, showing side orientation and proper grip, using a variety of equipment.	Step toward and strike a stationary object, using a variety of equipment.	Step toward and strike a stationary object, using a variety of equipment.	Step toward and strike a moving object, using a variety of equipment.	Step toward and strike a moving object using proper side orientation and mature motor pattern, with a variety of equipment.

Category	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Throw</b>	Throw a variety of objects with dominant arm.	Throw an object underhand and overhand.	Throw an object showing opposition and proper weight transfer.	Throw an object showing opposition, weight transfer, and follow-through.	Throw an object toward a target with follow-through, using a mature motor pattern.	Throw an object toward a target with accuracy using a mature motor pattern.
<b>Volley</b>	Volley with hands or paddle/racket.	Volley a lightweight object with hands.	Volley a lightweight object with hands or paddle/racket.	Volley a lightweight object, using hands, with a partner.	Volley a tossed object back to a partner with hands, arms, or equipment, using a mature motor pattern.	Volley a tossed object, with control, back and forth to a partner with hands, arms, or equipment.
<b>Jump</b>	<ul style="list-style-type: none"> <li>• Jump from two feet to two feet.</li> <li>• Hop on dominant foot.</li> </ul>	<ul style="list-style-type: none"> <li>• Hop on either foot.</li> <li>• Leap from one foot to the other, landing with bent knees.</li> <li>• Jump a turned rope.</li> </ul>	<ul style="list-style-type: none"> <li>• Jump for height and distance.</li> <li>• Jump a self-turned rope forward and backward.</li> </ul>	<ul style="list-style-type: none"> <li>• Travel while jumping a rope.</li> <li>• Perform beginning jump roping skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a jumping sequence that utilizes different body shapes during flight.</li> <li>• Jump rope 1-3 minutes while performing beginning jump rope skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Run into, jump, and run out of turning rope.</li> <li>• Jump rope 3-5 minutes while performing beginning and intermediate jump rope skills.</li> <li>• Jump, landing with control catch while jumping.</li> </ul>
<b>Rhythm</b>	Repeat a basic rhythmic pattern.	Repeat a basic rhythmic pattern.	<ul style="list-style-type: none"> <li>• Follow a combination of rhythmic movements.</li> <li>• Jump rhythmically.</li> </ul>	Follow a variety of rhythmic movements to music.	Incorporate a variety of equipment with rhythmic movement and patterns.	<ul style="list-style-type: none"> <li>• Turn a long rope with a partner, using an even rhythm.</li> <li>• Incorporate a variety of equipment with rhythmic movement and patterns.</li> <li>• Move in sequenced patterns while keeping time</li> </ul>

Category	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
						with music, using mature movements.
<b>Locomotor</b>	Walk, run, gallop, skip, hop, leap, and slide	Walk, run, skip, hop, leap, jump, and slide while moving in a group	Perform locomotor skills using a mature motor pattern	Move at different speeds, levels, and directions, using a mature motor pattern	Move at different speeds, levels, and directions in game situations, using a mature motor pattern	Move at different speeds, levels, and directions in game situations, using a mature motor pattern
<b>Balance</b>	Balance using different combinations of body parts as support	Travel on low equipment; perform simple balance on equipment	Travel on low equipment; perform simple balance on equipment	Perform a balance sequence using stationary and traveling balance; balance with a partner	Perform a balance sequence on a mat using stationary and traveling balances; balance with a partner; balance on boxes, stilts, boards, skates, or beams	Perform a balance sequence on a mat using stationary and traveling balances with and without equipment
<b>Rolling</b>	Perform a rocking motion	Perform log roll and egg roll going from right to left	Perform a forward roll	Perform a backward shoulder roll	Perform forward, backward, shoulder, and sideways rolls	Combine forward, backward, and sideways rolls into a sequence
<b>Weight Transfer</b>	Travel on a combination of body parts	Transfer weight to hands while hanging on apparatus or performing simple stunts	Transfer weight from feet to other body parts while traveling	Transfer weight from feet to hands to feet from a standing position (i.e., cartwheel)	Combine transfer of weight, rolling, and balance into a sequence on mats	Combine transfer of weight, rolling, and balance into a sequence on mats and/or apparatus

## FNSBSD Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

The following terms are used throughout the standards:

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- **E = Emerging.** Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition
- **M = Maturing.** Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice.
- **A = Applying.** Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments.

**Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

The intent of this standard is the development of the physical skills needed to enjoy participation in physical activities. Maturing movement fundamentals establishes a foundation to facilitate the development of continued motor skill acquisition at all levels.

**Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior, performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.**

STANDARD 1	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E1: Locomotor</b> Hopping, Skipping, Jumping, Galloping, Sliding, and Leaping</p> <p><b>GLEs:</b> PE.A.1</p>	<p><b>K:</b> Performs locomotor skills (hopping, galloping, running, sliding, skipping, jumping) while maintaining balance.</p> <p><b>1:</b> Hops, gallops, jogs, and slides using a mature pattern.</p> <p><b>2:</b> Skips using a mature pattern.</p>	<p><b>K(E):</b> Hopping, galloping, running, sliding, skipping, and jumping</p> <p><b>1(E):</b> Leaping and skipping</p> <p><b>1(M):</b> Hopping, galloping, and sliding</p> <p><b>2(M):</b> Skipping</p> <p><b>2(A):</b> Hopping, galloping, and sliding</p>
<p><b>Suggested Activities:</b> Four-corners warm-up; locomotors corresponding to floor lines (i.e., gallop on green lines, hop along the 3-pt line); practicing locomotors while holding onto the parachute; using music along with locomotors such as <i>Bunny Hop</i> or <i>Seven Jumps</i>.</p> <p><b>Progression:</b> (K) Teach the locomotor skills in isolation through direct instruction; when students can travel safely, incorporate locomotors into tag games or other activities slowly beginning with hop, gallop, and slide; reinforce the cues for skipping by saying <i>step-hop, step-hop</i> and having students practice it slowly until muscle memory takes place.</p>		
<p><b>S1.E2: Locomotor</b> Running</p> <p><b>GLEs:</b> PE.A.1, 18</p>	<p><b>K-1:</b> Emerging outcomes first appear in Grade 2.</p> <p><b>2:</b> Runs with a mature pattern.</p>	<p><b>K-1:</b> N/A</p> <p><b>2(M):</b> Running</p>

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STANDARD 1	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities:</b> <i>FitnessGram</i> (<a href="http://www.fitnessgram.net">www.fitnessgram.net</a>) pacer in shuttle lines (1 baton for no more than 3-4 runners); practice pacing during warm-up runs through use of music (start with a 2-minute song, increase to 3, 4, 5-minute song over the course of the quarter); sprints; team tag; running like various types of animals; use a counter (clicker) to encourage class to see how many laps they can complete as a class during the length of a song.</p> <p><b>Progression:</b> (Critical Elements) Brief period where both feet are off the ground; arms in opposition to legs and elbows bent; push off with balls of feet; nonsupport leg bent approximately 90 degrees. Pacing takes instruction and practice but should begin at Kindergarten; train students to understand basic heart rate monitoring so they know when to slow down or speed up based on their fitness level and length of the activity.</p>		
<p><b>S1.E3: Locomotor</b></p> <ul style="list-style-type: none"> <li>• Jumping and Landing (horizontal) [S1.E3.K-2.a]</li> <li>• Jumping and Landing (vertical) [S1.E3.K-2.b]</li> </ul> <p><b>GLEs:</b> PE.A.1, 5</p>	<p><b>K:</b> Jumps and lands with balance.</p> <p><b>1:</b> Demonstrates 2 of 5 critical elements for jumping and landing in a horizontal plane using 2-foot takeoffs and landings.</p> <p><b>2:</b> Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of takeoffs and landings. (2.a)</p> <p><b>2:</b> Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (2.b)</p>	<p><b>K-2(E):</b> Jumping and landing  <b>K-2(E):</b> Jump rope</p>
<p><b>Suggested Activities:</b> Take time to explore the following jumps/lands in and out of hoops, over a jump rope or line on the floor, or in Alaska Native games.</p> <ul style="list-style-type: none"> <li>• Two-foot takeoff to a one-foot landing</li> <li>• Two-foot takeoff to a two-foot landing</li> <li>• One-foot takeoff to a landing on the same foot (hop)</li> <li>• One-foot takeoff to a landing on the other foot (leap) over cone hurdle, small hoop or folded mat</li> <li>• One-foot takeoff to a two-foot landing</li> </ul> <p><b>Progression:</b> (Five critical elements of jumping and landing) Bend knees when taking off, swing arms forward, both feet land at the same time, arms are brought downward on landing, balanced landing.</p>		

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STANDARD 1	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E4:Locomotor</b> Dancing</p> <p><b>GLEs:</b> PE.A.8</p>	<p><b>K:</b> Performs locomotor skills in response to teacher-led creative dance.</p> <p><b>1:</b> Combines locomotor and non-locomotor skills in a teacher-led designed dance.</p> <p><b>2:</b> Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms.</p>	<p><b>K-2(E):</b> Uses emerging dance patterns and rhythmic activity for locomotor and non-locomotor skills</p>
<p><b>Suggested Activities:</b> <i>Greg and Steve; Tony Chestnut; La Raspa; Chicken Dance;</i> simple line dances; guest instructors (Artist in Residence); many online resources such as <i>Go Noodle</i> (<a href="http://www.gonoodle.com">www.gonoodle.com</a>), Just Dance Kids (<a href="http://www.symbaloo.com/mix/justdancekids1">www.symbaloo.com/mix/justdancekids1</a>), etc.</p> <p><b>Progression:</b> Direction (e.g., forward, backward, side to side, left and right). Start with basic moves teacher-led, keep steps simple, make sure to repeat movements slowly to allow time for processing/learning patterns, choose dances with lots of repeating sequences. Practice steps slowly without music, increase tempo, try with music in sections, add on more steps as students are ready.</p>		
<p><b>S1.E5: Locomotor</b> Movement Combinations</p> <p><b>GLEs:</b> HL.A.2</p>	<p><b>K-2:</b> Emerging outcomes first appear in Grade 3.</p>	<p>N/A</p>
<p><b>Suggested Activities:</b> Not emerging for K-2.</p> <p><b>Progression:</b> N/A</p>		
<p><b>S1.E6: Non-Locomotor</b></p> <ul style="list-style-type: none"> <li>• Balance [S1.E6.K-2.a]</li> <li>• Inverted Balance [S1.E6.K-2.b]</li> </ul> <p><b>GLEs:</b> PE.A.2, 6</p>	<p><b>K:</b> Maintains momentary stillness on bases of support. (K.a)</p> <p><b>K:</b> Forms wide, curled, and twisted body shapes. (K.b)</p> <p><b>1:</b> Maintains stillness on different bases of support with different body shapes.</p> <p><b>2:</b> Balances on different bases of support, combining levels and shapes. (2.a)</p> <p><b>2:</b> Balances in an inverted position with stillness and supportive base. (2.b)</p>	<p><b>K-2(E):</b> Balance</p>

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STANDARD 1	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities:</b> Scale; tree pose/stork stand; table; three-legged table; two-legged table; plank; side plank; tripod; supported headstand. In addition to the skills using the body as a base of support, use pieces of equipment for your base of support, such as a stability ball or low floor beam.</p> <p><b>Progression:</b> Encourage students to make slow, steady movements, and to focus their gaze on something that is not moving (like a line on the floor). Encourage students to try using their non-dominant side in moves requiring 2-3 contact points.</p>		
<p><b>S1.E7: Non-Locomotor</b></p> <ul style="list-style-type: none"> <li>• Weight Transfer [S1.E7.K-2.a]</li> <li>• Rolling (S1.E7.K-2.b)</li> </ul> <p><b>GLEs:</b> PE.A.2, 9, 18; B.2</p>	<p><b>K:</b> Emerging outcomes first appear in Grade 1. (K.a)</p> <p><b>1:</b> Transfers weight from one body part to another in self-space in dance and gymnastics environments. (1.a)</p> <p><b>K:</b> Rolls sideways in a narrow body shape. (K.b)</p> <p><b>1:</b> Rolls with either narrow or curled body shape. (1.b); transfers weight from feet to different body parts/bases of support for balance and/or travel. (2.a); rolls in different directions with either a narrow or curled body shape. (2.b)</p>	<p><b>K-2(E):</b> Rolling</p> <p><b>2(E):</b> Weight transfer (combining balance and weight transfer)</p>
<p><b>Suggested Activities:</b> Log roll; rocker; egg roll; forward roll; mule kick; add weight transfer through equipment such as razor scooters; climbing wall; cargo nets; stilts; skates; boards; blades; stability balls.</p> <p><b>Progression:</b> Travel on combination of body parts, transfer weight to hands while hanging on apparatus or performing simple stunts, transfer weight from feet to different body parts while traveling.</p>		
<p><b>S1.E8 Non-Locomotor</b></p> <ul style="list-style-type: none"> <li>• Curling and Stretching; Twisting and Bending (S1.E8.K-2.a)</li> <li>• Crossing the Mid-line (S1.E8.K-2.b)</li> </ul> <p><b>GLEs:</b> PE.A.2</p>	<p><b>K:</b> Contrasts the actions of curling and stretching.</p> <p><b>1:</b> Demonstrates twisting, curling, bending, and stretching actions.</p> <p><b>2:</b> Differentiates among twisting, curling, bending, and stretching. (2.a)</p> <p><b>2:</b> Performs various activities that involve crossing the mid-line. (2.b)</p>	<p><b>K-1(E):</b> Curling and stretching</p> <p><b>1(E):</b> Twisting and bending</p> <p><b>2(M):</b> Curling and stretching, twisting and bending</p>

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STANDARD 1	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities:</b> Curling and stretching during warmups/cool down; introduce a new twist or stretch for the week; beginning yoga poses; <i>Twister</i> (even on climbing wall); tumbling; dance lead-ups.</p> <p><b>Progression:</b> Introduce proper techniques for curling and bending, stretching properly to stretch the belly of the muscle; not the tendons/ligament.</p>		
<p><b>S1.E9 Non-Locomotor</b> Movement Combinations</p> <p><b>GLEs:</b> PE.A.2, 9, 18</p>	<p><b>K-1:</b> Emerging outcomes first appear in Grade 2. <b>2:</b> Combines balances and transfers into a three-part sequence, (i.e., dance, gymnastics).</p>	<p><b>K-1:</b> N/A <b>2(E):</b> Balances and transfers</p>
<p><b>Suggested Activities:</b> (Sequences on the tumbling mats) Create your own sequence, work with a small group to plan a three-part sequence; add a three-part sequence into a fitness circuit or obstacle course; ask for volunteers to show and tell their sequence.</p> <p><b>Progression:</b> Give the students starting moves, show an example of sequencing two moves that flow well into the next, encourage creativity and allow students to be imaginative. Always foster encouragement and respect during times that students are volunteering to be on <i>spotlight</i>, and do not force/require a student to be on <i>spotlight</i> if they do not wish to be.</p>		
<p><b>S1.E10 Manipulatives</b> Underhand Throw</p> <p><b>GLEs:</b> PE.A.14-15, B.3</p>	<p><b>K:</b> Opposite foot forward. <b>1:</b> Demonstrates 2 of the 5 critical elements of mature pattern. <b>2:</b> Throws underhand using a mature pattern.</p>	<p><b>K-1(E):</b> Underhand throw <b>2(M):</b> Underhand throw</p>
<p><b>Suggested Activities:</b> Small tossing targets using Hula Hoops lying on the floor, small buckets, two mats standing on their side joined to create a <i>wishing well</i> or <i>garbage can</i>.</p> <p><b>Progression:</b> (Critical Elements) Face your target, ball is held by dominant hand while arm remains straight, step with your opposite foot toward the target, throwing arm swings back like a pendulum, follow through to the sky or ceiling, letting go of the ball as your fingers point toward target (<i>Tick, Step, Tock</i>).</p>		
<p><b>S1.E11 Manipulatives</b> Overhand throw</p> <p><b>GLEs:</b> PE.A.14-15; B.3</p>	<p><b>K-1:</b> Emerging outcomes first appear in Grade 2. <b>2:</b> Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.</p>	<p><b>K-2(E):</b> Overhand throw</p>
<p><b>Suggested Activities:</b> Throwing for distance; throwing for targets such as suspended hoops; throwing at pin target; meteor shower (PE Central: <a href="http://www.pecentral.org">www.pecentral.org</a>).</p> <p><b>Progression:</b> (Critical Elements) Turn sideways to target, reach throwing arm back bending your elbow, step forward with opposite foot (weight transfer), twist waist, follow through by pointing fingers toward target (may use the cues <i>T, Elbow, Step, Twist, Throw</i>).</p>		

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STANDARD 1	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E12 Manipulatives</b> Catching</p> <p><b>GLEs:</b> PE.A.16</p>	<p><b>K:</b> Drops a ball and catches it before it bounces twice. Catches a large ball tossed by a skilled thrower.</p> <p><b>1:</b> Catches a soft object from a self-toss before it bounces.</p> <p><b>2:</b> Catches various sizes of balls self-tossed or tossed by a skilled thrower.</p> <p><b>2:</b> Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.</p>	<p><b>K-2(E):</b> Catching</p>
<p><b>Suggested Activities:</b> Catching animals (PE Central: <a href="http://www.pecentral.org">www.pecentral.org</a>); catch and run (self-toss and catch a variety of different objects during class warm-up, after 10 catches, set object down on floor and take a lap). Repeat using different objects that are scattered on the floor.</p> <p><b>Progression:</b> Ready position with hands and body, arms and hands move to meet the ball, pull the ball into your body as you grab on (<i>Watch, Reach, Grab</i>).</p>		
<p><b>S1.E13 Manipulatives</b></p> <ul style="list-style-type: none"> <li>• Stationary Dribbling/Ball Control with Hands (S1.E13.K-2.a)</li> <li>• Moving While Dribbling/Ball Control with Hands (S1.E13.K-2.b)</li> </ul> <p><b>GLEs:</b> PE.A.3</p>	<p><b>K:</b> Dribbles a ball using one hand, attempting the second contact.</p> <p><b>1:</b> Dribbles continuously in self-space using the preferred hand.</p> <p><b>2:</b> Dribbles in self-space with preferred hand demonstrating a mature pattern. (2.a)</p> <p><b>2:</b> Dribbles using preferred hand while in general space. (2.b)</p>	<p><b>K-2(E):</b> Dribbling with hands</p>
<p><b>Suggested Activities:</b> Hula Hoop/poly spot dribbling; partner staring contest while both are dribbling; Hula Hoop dribbling (partner coach connects short jump rope around a Hula Hoop slowly dragging it along the floor as the dribbler walks alongside the moving hoop and dribbles are within the moving hoop).</p> <p><b>Progression:</b> While students use their fingerpads, they push the ball down with plenty of force, (make your hand rounded like the ball is round), waist high bounces, eyes looking ahead (encourage young students to occasionally look up away from the ball to develop this).</p>		

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STANDARD 1	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E14 Manipulatives</b> Dribbling/Ball Control with Feet</p> <p><b>GLEs:</b> PE.A.3-4</p>	<p><b>K:</b> Taps a ball using the inside of the foot, sending it forward.</p> <p><b>1:</b> Taps or dribbles a ball using the inside of the foot while walking in general space.</p> <p><b>2:</b> Dribbles with feet in general space with control of ball and body.</p>	<p><b>K-2(E):</b> Dribbling with feet</p>
<p><b>Suggested Activities:</b> <i>Dribble 500</i> (speedway track of poly spots); <i>Dribble Wickets</i> (half class is dribbling, half are standing stationary feet shoulder width apart making wickets for dribblers to tap ball through as many as possible in a set time); <i>Dribbling Shuttles</i> (3-4 students per group), individual dribble approach adding shoot for goal.</p> <p><b>Progression:</b> Soft taps, eyes looking forward as much as possible, keep the ball within your reach; start slowly at a walking pace before increasing speed throughout general space; stay on your feet, and don't reach down to settle the ball with your hands.</p>		
<p><b>S1.E15 Manipulatives</b> Passing and Receiving with Feet</p> <p><b>GLEs:</b> HL.B.1-2; E/LA.A1, 3, 6</p>	<p><b>K-2:</b> Emerging outcomes first appear in Grade 4.</p>	<p>N/A</p>
<p><b>Suggested Activities:</b> Pass practice using inside of foot, stationary to a target such as a cone or milk crate. Pass using inside of foot to a partner. Try to stop/settle the ball using only your feet.</p> <p><b>Progression:</b> This skill will emerge later, but students in K-2 will still benefit from attempting repetitions of the pass and receive with feet.</p>		
<p><b>S1.E16 Manipulatives</b> Dribbling in Combination</p> <p><b>GLEs:</b> HL.B.1-2; E/LA.A1, 3, 6</p>	<p><b>K-2:</b> Emerging Outcomes first appear in Grade 4.</p>	<p>N/A</p>
<p><b>Suggested Activities:</b> N/A</p> <p><b>Progression:</b> N/A</p>		

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STANDARD 1	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E17 Manipulatives</b> Kicking</p> <p><b>GLEs:</b> PE.A.10, 12; B.4</p>	<p><b>K:</b> Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of mature kicking pattern.</p> <p><b>1:</b> Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.</p> <p><b>2:</b> Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.</p>	<p><b>K-2(E):</b> Kicking</p>
<p><b>Suggested Activities:</b> <i>Two-base Kickball</i> in groups of three (kicker, roller, fielder); <i>All Balls Kickball</i> (2nd Grade); <i>Aerobic Kickball</i> (2nd Grade); discuss how this skill is used in soccer during goal kicks and corner kicks.</p> <p><b>Progression:</b> (Critical Elements) The trunk is inclined backward during ball contact, plants non-kicking foot beside ball, rapid continuous approach to the ball, forward swing of the arm opposite kicking leg, eyes on the target.</p>		
<p><b>S1.E18 Manipulatives</b> Volley (Underhand)</p> <p><b>GLEs:</b> PE.A.17</p>	<p><b>K:</b> Volleys a lightweight object (balloon), sending it upward.</p> <p><b>1:</b> Volleys an object with an open palm, sending it upward.</p> <p><b>2:</b> Volleys an object upward with consecutive hits.</p>	<p><b>K-2(E):</b> Underhand volley</p>
<p><b>Suggested Activities:</b> Have a variety of lightweight objects ranging from large balloons to small and large beach balls. A lightweight oversized trainer volleyball can also be introduced with 2nd Grade higher-skilled students.</p> <p><b>Progression:</b> Individual self-volley with balloon, encourage students to try consecutive hits with all different body parts. Trade in the object for something more challenging once you are having a lot of success. Partner-volley a balloon or lightweight beach ball in pairs with or without a small net. May create a net with jump rope on floor or suspended between two cones for each pair if you do not have access to tennis or badminton net. Anchor bolts in wall running a rope the length of the gym can work as well.</p>		
<p><b>S1.E19 Manipulatives</b> Volley, Overhead</p> <p><b>GLEs:</b> HL.B.1-2; E/LA.A1, 3, 6</p>	<p><b>K-2:</b> Emerging Outcomes first appear in Grade 4.</p>	<p>N/A</p>
<p><b>Suggested Activities:</b> Exposure to the skill is key. Do not dedicate much time to this skill or expect partner to return.</p> <p><b>Progression:</b> This skill will emerge later, but students in K-2 will still benefit from attempts to self-toss a lightweight object and strike overhead to send it over a net.</p>		

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STANDARD 1	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E20 Manipulatives</b> Striking (Short Implement)</p> <p>GLEs: PE.A.11, 13</p>	<p><b>K:</b> Strikes a lightweight object with a paddle or short-handled racket.</p> <p><b>1:</b> Strikes a ball with a short-handled implement, sending it upward.</p> <p><b>2:</b> Strikes an object upward with a short-handled implement, using consecutive hits.</p>	<p><b>K-2(E):</b> Striking with short implement</p>
<p><b>Suggested Activities:</b> Lollipop paddles are super for K-1, have a variety of lightweight objects ranging from large balloons to small and large beach balls, foam balls or whiffle balls for challenging the highly skilled. Plastic pickle ball/racquetball-size paddles and short-handled badminton rackets. USTA Curriculum has great lead-up games and challenges (<a href="http://www.usta.com">www.usta.com</a>).</p> <p><b>Progression:</b> Balance a beanbag on a paddle or racket while walking or playing <i>Red Light, Green Light</i>. Challenge students to flip and catch the beanbag keeping their paddle flat level, individual self-volley with lightweight object, trade in the object for something more challenging once you are having a lot of success. Partner-volley a balloon, toss up a lightweight object and use overhead hit to strike it over a net.</p>		
<p><b>S1.E21 Manipulatives</b> Striking (Long Implement)</p> <p>GLEs: PE.A.11</p>	<p><b>K-1:</b> Emerging outcomes first appear in Grade 2.</p> <p><b>2:</b> Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation.</p> <p><b>2:</b> Demonstrates proper grip and stance with a floor hockey or floor ball stick and can <i>sweep</i> (pass) puck/ball forward while keeping the blade of stick below knees.</p>	<p><b>K-1:</b> N/A</p> <p><b>2(E):</b> Striking with long implement</p>
<p><b>Suggested Activities:</b> Other long implements may include hockey, floor ball sticks, and golf. Be sure to use age/size appropriate equipment.</p> <p><b>Progression:</b> Batting critical elements: side to target, feet shoulder-width apart, knees slightly bent, favorite hand on top, hands together, bend elbows and bring bat back above your shoulder, arms extend fully to reach the ball, swing level while keeping your eye on the ball.</p>		

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STANDARD 1	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E22 Manipulatives</b></p> <ul style="list-style-type: none"> <li>• Jumping Short Ropes (S1.E21.K-2.a)</li> <li>• Jumping Long Ropes (S1.E21.K-2.b)</li> </ul> <p><b>GLEs:</b> PE.A.7</p>	<p><b>K:</b> Executes a single jump with self-turned rope. (K.a)  <b>K:</b> Jumps a long rope with teacher-assisted turning. (K.b)</p> <p><b>1:</b> Jumps forward and backward consecutively using a self-turned rope. (1.a)  <b>1:</b> Jumps a long rope up to five times consecutively with teacher-assisted turning. (1.b)  <b>2:</b> Jumps a self-turned (short) rope forward and backward with a mature form. (2.a)  <b>2:</b> Jumps a long rope consecutively with student and/or teacher turners. (2.b)</p>	<p><b>K-2(E):</b> Jump rope</p>
<p><b>Suggested Activities/Courses:</b> <i>Snakes in the Grass</i> (long rope on ground being slid on the ground by two seated snake handlers, snake jumpers leap over snakes); <i>Banana Split</i> (easy long rope game, the rope is turned once front door and once back door while students run under and back).</p> <p><b>Progression:</b> Put the ends (handles) of the jump rope into each hand. Begin with the jump rope behind your body. Next, swing the jump rope gently to the front of your body and then to the back. Practice this several times going front and back. Now swing the jump rope to the front and let it stay on the ground. Keep the rope still and jump over it. Practice this step several times. Next step is to swing the jump rope to the front of your body and when it gets close to your feet, JUMP! It takes practice to get the timing just right. Once you get the rhythm, you continue to jump. You may want to try traveling by stepping over the jump rope. Remind students that all children learn to jump rope at different times, like riding a bike, but the more you practice the better you get and it is great exercise. For safety, remind students not to swing the rope over their head (like a lasso, to look around them to see they have ample self-space, and not to tie anyone or anything up with their jump rope).</p>		

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STANDARD 1	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E1 Locomotor</b></p> <ul style="list-style-type: none"> <li>• Mature Patterns (S1.E1.3-5.a)</li> <li>• Manipulative Skills (S1.E1.3-5.b)</li> <li>• Traveling with Manipulative Skills (S1.E1.3-5.c)</li> <li>• Rhythmic (S1.E1.3-5.d)</li> </ul> <p><b>GLEs:</b> PE.A.6-7</p>	<p><b>3:</b> Leaps using mature pattern.</p> <p><b>4:</b> Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences.</p> <p><b>5:</b> Demonstrates mature patterns of locomotor skills in dynamic small-sided games, practice tasks, gymnastics, and dance. [5.a]</p> <p><b>5:</b> Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. [5.b]</p> <p><b>5:</b> Combines traveling with manipulative skills for execution to a target. [5.c]</p> <p><b>5:</b> Combines locomotor and non-locomotor skills to create rhythmic and gymnastics routines. [5.d]</p>	<p><b>3(M):</b> Leaping</p> <p><b>4-5(E):</b> Uses mature patterns for locomotor skills, manipulative skills, traveling with manipulative skills, and rhythmic movement</p>
<p><b>Suggested Activities:</b> Leaping over a series of small cone hurdles or folded mats; throwing/catching/dribbling while moving within a grid of a small-sided game; sequencing dance; gymnastics routine in a small group; juggling scarves or balls; other circus arts while traveling (e.g., devil sticks, diablos, peacock feathers, plate spinning).</p> <p><b>Progression:</b> Performs locomotor movements in combination not in a game situation, performs a combination of mature locomotor movements in game and activities.</p>		
<p><b>S1.E2 Locomotor</b> Running</p> <p><b>GLEs:</b> HLA.1-2, 6</p>	<p><b>3:</b> Travels showing differentiation between sprinting and running.</p> <p><b>4:</b> Runs for distance using a mature pattern.</p> <p><b>5:</b> Applies appropriate pacing for a variety of running distances.</p>	<p><b>3-5(A):</b> Running</p>
<p><b>Suggested Activities:</b> <i>FitnessGram</i> (<a href="http://www.fitnessgram.net">www.fitnessgram.net</a>) pacer test, <i>New York Road Runners</i> (<a href="http://www.nyrr.org">www.nyrr.org</a>), team challenge run, <i>Heart Healthy Run (Five for Life Curriculum)</i>.</p> <p><b>Progression:</b> Run with arms bent. Legs and arms moving opposite of one another. Pushing off balls of feet. Both feet off ground for a brief amount of time. Using this correct form at a slow pace then increase speed. Then vary speeds using correct form. Identify the speed needed for different situations.</p>		

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STANDARD 1	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E3 Locomotor</b> Jumping and Landing (Horizontal and Vertical)</p> <p><b>GLEs:</b> PE.A.4, 6-7</p>	<p><b>3:</b> Jumps and lands in horizontal and vertical planes using a mature pattern.</p> <p><b>4:</b> Uses spring-and-step takeoffs and landings in gymnastic based skills.</p> <p><b>5:</b> Combines jumping and landing patterns with locomotors and manipulative skills in dance, educational gymnastics, and small-modified games and games environments.</p>	<p><b>3(M):</b> Jumping and landing <b>4(E):</b> Spring and step <b>4(A):</b> Jumping and landing <b>5(E):</b> Combines jumping, landing, locomotors, and manipulatives <b>5(M):</b> Spring and step</p>
<p><b>Suggested Activities:</b> Running long jump; Alaska Native games (e.g., scissor broad jump, triple jump, hurdles, cartwheels, round-offs).</p> <p><b>Progression:</b> Swing arms back, then forcefully forward and upward above head. Bend knees before jump and upon landing. Take off and land on both feet simultaneously. Arms are brought downward on landing.</p>		
<p><b>S1.E4 Locomotor</b></p> <ul style="list-style-type: none"> <li>• Cultural Dance (S1.E4.3-5.a)</li> <li>• Original Dance (S1.E4.3-5.b)</li> <li>• Group Dance (S1.E4.3-5.c)</li> </ul> <p><b>GLEs:</b> PE.A.6</p>	<p><b>3:</b> Performs teacher-selected and developmentally appropriate dance steps and movement pattern.</p> <p><b>4:</b> Combines locomotor movement patterns and dance steps to create and perform an original dance.</p> <p><b>5:</b> Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. [5.a]</p> <p><b>5:</b> Combines locomotor movement patterns and dance steps to create and perform an original dance. [5.b]</p> <p><b>5:</b> Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. [5.c]</p>	<p><b>3-5(E):</b> Cultural dance, original dance, group dance</p>
<p><b>Suggested Activities:</b> Line dance; hip-hop (Artist in Residence); swing/ballroom (Lathrop High School ballroom guests); Yupik dance guest instructor/performance; Create-A-Dance; dances from around the world.</p> <p><b>Progression:</b> Perform dance pattern, step-by-step, individually without music. Perform dance pattern to the beat of music. Perform dance pattern to the beat of music with a large group. Performs dance without cues.</p>		
<p><b>S1.E5 Locomotor</b> Combinations</p> <p><b>GLEs:</b> PE.A.3, 7, 11</p>	<p><b>3:</b> Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.</p> <p><b>4:</b> Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks and games.</p>	<p><b>3(E):</b> Locomotor combinations <b>4-5(E):</b> Combining locomotors and manipulatives</p>

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STANDARD 1	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities:</b> Locomotors around the parachute; four-corners warm-up; shuttles; team handball; basketball; <i>Ultimate</i> in small-sided games (3-4 students per team); small-sided racquet games; small-sided floor ball games.</p> <p><b>Progression:</b> Perform various locomotor skills in activities and games, without manipulatives. Performs the appropriate locomotor movements while using a manipulative in an activity or game.</p>		
<p><b>S1.E6 Non-Locomotor</b></p> <ul style="list-style-type: none"> <li>• Balance (S1.E6.3-6.a)</li> <li>• Balance with Equipment (S1.E6.3-6.b)</li> </ul> <p><b>GLEs:</b> PE.A.4, 7</p>	<p><b>3:</b> Balances on different bases of support, demonstrating muscular tension and extension of free body parts.</p> <p><b>4:</b> Balances on different bases of support on apparatus, demonstrating levels and shapes.</p> <p><b>5:</b> Demonstrates a sequence of balance and weight transfer movements in gymnastics or dance sequence with a partner. [5.a]</p> <p><b>5:</b> Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. [5.b]</p>	<p><b>3-4(M):</b> Balance and balance with equipment</p> <p><b>5(A):</b> Balance and balance with equipment</p>
<p><b>Suggested Activities:</b> Rollerblades; wheels; skis; pogo sticks; stilts; balance/snow/skate boards; roller/ice skates; snowshoes; bikes; scooters; unicycles; partner stunts and group balances (counterbalances); balance beams; bars; climbing wall; cargo net; yoga poses; stability ball balances.</p> <p><b>Progression:</b> Perform various balances using the body, then using equipment, followed by combining balancing within other skills.</p>		
<p><b>S1.E7 Non-Locomotor</b> Stability/Weight Transfer</p> <p><b>GLEs:</b> PE.A.4</p>	<p><b>3:</b> Transfers weight from feet to hands for momentary weight support.</p> <p><b>4:</b> Transfer weight by rolling in a variety of directions using different body shapes.</p> <p><b>5:</b> Transfers weight from feet to hands, varying speed and using large extensions. (e.g., mule kick, handstand, cartwheel).</p>	<p><b>3-5(M):</b> Weight transfer</p>
<p><b>Suggested Activities:</b> Tumbling rolls; mule kick; handstand; cartwheel; yoga; Alaskan high kicks.</p> <p><b>Progression:</b> When doing rolls, stay tucked, keep chin in, use arms to the side for balance, roll to the feet transferring weight from feet to hands, keep arms straight, keep palms flat on the mat, land on feet (forward roll, frog legs, hands on the mat, tuck chin, bottoms up!).</p>		

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STANDARD 1	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E8 Non-Locomotor</b> Stability, Curling, Stretching, Twisting, and Bending</p> <p><b>GLEs:</b> PE.A.7</p>	<p><b>3:</b> Moves into and out of gymnastics balances with curling, twisting, and stretching actions.</p> <p><b>4:</b> Moves into and out of balances on apparatus with curling, twisting, and stretching actions.</p> <p><b>5:</b> Performs curling, twisting, and stretching actions with correct application in dance, gymnastics, and small-modified games in games environments.</p>	<p><b>3-4(M):</b> Curling and stretching, twisting and bending</p> <p><b>5(A):</b> Curling and stretching, twisting and bending</p>
<p><b>Suggested Activities:</b> Yoga; stretching during a warm up; <i>Five for Life</i> stretching posters.</p> <p><b>Progression:</b> Warm up muscles before stretching, curling, twisting, and bending. Practice safety by focusing on proper tension and attention to neck and spine.</p>		
<p><b>S1.E9 Non-Locomotor</b> Combinations</p> <p><b>GLEs:</b> PE.A.6-7</p>	<p><b>3:</b> Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.</p> <p><b>4:</b> Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.</p> <p><b>5:</b> Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.</p>	<p><b>3-5(E):</b> Non-locomotor combinations</p>
<p><b>Suggested Activities:</b> Give students cue cards to place together in order to form a dance. Students can also feel free to create their own moves. This can be done alone with partners or in groups. Create a theme and allow students to create a unique dance to the theme. Allow students willing to show their dance to the class an opportunity to do that. Otherwise, don't force students to perform solo or with partners on the spot.</p> <p><b>Progression:</b> Can organize dance phrases into simple dance sequences that have a beginning, middle, and end, which vary the use of the dance elements. Uses independent, cooperative, and collaborative skills to improvise and create dance. Creates short dance sequences that communicate ideas, experiences, feelings, images, or stories.</p>		

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STANDARD 1	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E10 Manipulatives</b></p> <ul style="list-style-type: none"> <li>• Underhand Throw (S1.E10.3-5.a)</li> <li>• Underhand Throw at Target (S1.E10.3-5.b)</li> </ul> <p><b>GLEs:</b> HLA.1-2, 6; HL.B.4; PE.A.10</p>	<p><b>3:</b> Throws underhand to a partner or target with reasonable accuracy.</p> <p><b>5:</b> Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. [5.a]</p> <p><b>5:</b> Throws underhand to a large target with accuracy. [5.b]</p>	<p><b>3-5(M):</b> Underhand throw, underhand throw at target</p>
<p><b>Suggested Activities:</b> Play catch with a partner; group juggle; yard games (e.g., horseshoes, corn hole, ladder ball).</p> <p><b>Progression:</b> Face target. Step with opposite foot. Use pendulum motion with arm. Follow through with throwing arm.</p>		
<p><b>S1.E11 Manipulatives</b></p> <ul style="list-style-type: none"> <li>• Overhand Throw (S1.E11.3-5.a)</li> <li>• Overhand Throw at Target (S1.E11.3-5.b)</li> </ul> <p><b>GLEs:</b> PE.A.10</p>	<p><b>3:</b> Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force.</p> <p><b>4:</b> Throws overhand using mature pattern in a non-dynamic environment (closed skills). [4.a]</p> <p><b>4:</b> Throws overhand to a partner or at a target with accuracy at a reasonable distance. [4.b]</p> <p><b>5:</b> Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. [5.a]</p> <p><b>5:</b> Throws overhand to large target with accuracy. [5.b]</p>	<p><b>3-4(E):</b> Overhand throw, overhand throw at target</p> <p><b>5(M):</b> Overhand throw, overhand throw at target</p>
<p><b>Suggested Activities:</b> Throw and catch with a partner. Throw for various targets, such as suspended Hula Hoops or a Hula Hoop tossed up by a partner for a moving target, themed station with an overhand throw focus.</p> <p><b>Progression:</b> Point non-throwing shoulder toward target. Throwing arm behind head. Step forward with opposite foot. Follow through bringing the throwing arm across the body, bend elbow while twisting at the waist. Point at target on release with proper force. Follow through pointing at target.</p>		

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STANDARD 1	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E12 Manipulatives</b></p> <ul style="list-style-type: none"> <li>• Passing with Hands (S1.E12.3-5.a)</li> <li>• Passing with Hands Small Game (S1.E12.3-5.b)</li> </ul> <p><b>GLEs:</b> PE.A.10-11</p>	<p><b>3:</b> Emerging outcomes first appear in Grade 4.</p> <p><b>4:</b> Throws to a moving partner with reasonable accuracy in non-dynamic environment (closed skills).</p> <p><b>5:</b> Throws with accuracy, both partners moving. [5.a]</p> <p><b>5:</b> Throws with reasonable accuracy in dynamic, small modified games. [5.b]</p>	<p><b>3:</b> N/A</p> <p><b>4-5(E):</b> Passing with hands, passing with hands small game</p>
<p><b>Suggested Activities:</b> In small groups, toss up a light ball (beach ball) with small parachute or towel. Third person throws a smaller ball at the lightweight ball when it is in the air and try to hit it. Small-sided ultimate ball with teams of 3-5 students (also small-sided basketball, rugby, team handball).</p> <p><b>Progression:</b> Throw overhand using proper form to a moving partner or target. Throw using proper overhand form in a small-sided game. Use a variety of objects when throwing.</p>		
<p><b>S1.E13 Manipulatives</b></p> <ul style="list-style-type: none"> <li>• Catching (S1.E13.3-5.a)</li> <li>• Catching while Moving (S1.E13.3-5.b)</li> <li>• Catching Small Game (S1.E13.3-5.c)</li> </ul> <p><b>GLEs:</b> PE.A.11</p>	<p><b>3:</b> Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of mature pattern.</p> <p><b>4:</b> Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills).</p> <p><b>5:</b> 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). [5.a]</p> <p><b>5:</b> Catches with accuracy, both partners moving. [5.b]</p> <p><b>5:</b> Catches with reasonable accuracy in dynamic, small-sided games. [5.c]</p>	<p><b>3(E):</b> Catching</p> <p><b>4(M):</b> Catching</p> <p><b>5(A):</b> Catching, catching while moving, catching small game</p>
<p><b>Suggested Activities:</b> Small-sided <i>Ultimate Ball</i>; team handball.</p> <p><b>Progression:</b> Track ball with eyes. Reach arms toward ball. Cushion the ball as it hits hands. Pinkies together if ball is below waist. Thumbs together if above waist. Practice catching a variety of objects.</p>		

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STANDARD 1	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1 E14 Manipulatives</b></p> <ul style="list-style-type: none"> <li>• Dribbling/Ball Control with Hands (S1.E.14.3-5a)</li> <li>• Dribbling with an Implement (S1.E.14.3-5b)</li> </ul> <p><b>GLEs:</b> PE.A.3</p>	<p><b>3:</b> Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.</p> <p><b>4:</b> Dribbles in self-space with both the preferred and non-preferred hand using a mature pattern.</p> <p><b>4:</b> Dribbles in general space with control of ball and body while increasing and decreasing speed.</p> <p><b>5:</b> Combines hand dribbling with other skills during 1v1 practice tasks. [5.a]</p> <p><b>5:</b> Dribbling with an implement while showing change of direction, speed, and control. [5.b]</p>	<p><b>3(E):</b> Dribbling with hands, dribbling with an implement</p> <p><b>4(E):</b> Dribbling with an implement</p> <p><b>4(M):</b> Dribbling with hands</p> <p><b>5(M):</b> Dribbling with an implement</p> <p><b>5(A):</b> Dribbling with hands</p>
<p><b>Suggested Activities:</b> Small-sided basketball games; small-sided floor ball or hockey; dribbling while moving around objects.</p> <p><b>Progression:</b> Eyes up. Push ball to floor with fingertips while flicking wrist. Keep ball below waist level. Ball contacts floor in front of (or to the outside of) foot on the side of the hand being used.</p>		
<p><b>S1.E15 Manipulatives</b></p> <p>Dribbling/Ball Control with Feet</p> <p><b>GLEs:</b> PE.A.3</p>	<p><b>3:</b> Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.</p> <p><b>4:</b> Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.</p> <p><b>5:</b> Combines foot dribbling with other skills in 1v1 practice tasks.</p>	<p><b>3-4(E):</b> Dribbling with feet</p> <p><b>5(M):</b> Dribbling with feet</p>
<p><b>Suggested Activities:</b> Dribble around cones; Poison Soccer (everyone has a soccer ball, about five students have a soccer ball that looks different [poison soccer ball], they try to dribble their ball into the regular ones, if hit they either switch balls or the one hit by the poison goes out and does an exercise to get back in); <i>Shark vs. Minnow Dribbling</i> (1v1).</p> <p><b>Progression:</b> Push ball forward gently with the inside or outside of the foot, alternating feet. Keep the ball close. Use peripheral vision while traveling. Keep eyes up. As comfort level increases, increase speed. Use various size balls and deflate some for different ability levels.</p>		

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STANDARD 1	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E16 Manipulatives</b></p> <ul style="list-style-type: none"> <li>• Passing and Receiving with Feet (S1.E16.3-5.a)</li> <li>• Receiving with Feet while Moving (S1.E16.3-5.b)</li> </ul> <p><b>GLEs:</b> PE.A.5</p>	<p><b>3:</b> Passes and receives ball with the insides of the feet to a stationary partner, <i>giving</i> on reception before returning the pass.</p> <p><b>4:</b> Passes and receives ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills). [4.a]</p> <p><b>4:</b> Receives and passes a ball with the outsides and insides of the feet to a stationary partner, <i>giving</i> on reception before returning the pass. [4.b]</p> <p><b>5:</b> Passes with the feet using a mature pattern as both partners travel. [5.a]</p> <p><b>5:</b> Receives a pass with the foot using a mature pattern as both partners travel. [5.b]</p>	<p><b>3-5(E):</b> Passing and receiving with feet</p> <p><b>5(E):</b> Passing and receiving with feet while moving</p>
<p><b>Suggested Activities:</b> (Pass and Move Drill) Place four cones in a small square (grid), three players occupy a cone, one cone is open. Person with the ball cannot make a diagonal pass across the grid, they always need players square of them to have for passing options. After the three players can work fluidly with their pass and move, add a defender in the center of the grid.</p> <p><b>Progression:</b> Non-kicking foot beside ball. Swing opposite arm of kicking foot forward. Contact ball in the middle. Use inside of the foot. Follow through toward target. Use correct force to get the ball to the target.</p>		
<p><b>S1.E17 Manipulatives</b></p> <p>Dribbling in Combination</p> <p><b>GLEs:</b> PE.A.3</p>	<p><b>3:</b> Emerging outcomes first appear in Grade 4.</p> <p><b>4:</b> Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).</p> <p><b>5:</b> Dribbles with hands or feet with mature patterns in a variety of small-sided games.</p>	<p><b>3:</b> N/A</p> <p><b>4-5(E):</b> Dribbling in combination</p>
<p><b>Suggested Activities:</b> Small-sided game with no goalies where students have to make a pass before they can score.</p> <p><b>Progression:</b> Basic dribbling, passing, receiving, and shooting skills have been individually practiced. Then combine skills in a practice situation. Combine skills in a game situation.</p>		

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STANDARD 1	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E18 Manipulatives</b> Kicking</p> <p><b>GLEs:</b> PE.A.5</p>	<p><b>3:</b> 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. Uses a continuous running approach and kicks a stationary ball for accuracy.</p> <p><b>4:</b> Kicks along the ground and in the air, and punts using mature patterns.</p> <p><b>5:</b> Demonstrates mature patterns in kicking and punting in small-sided practice task environments.</p>	<p><b>3(E):</b> Kicking <b>4-5(M):</b> Kicking</p>
<p><b>Suggested Activities:</b> Take turns kicking with a partner using all three types; <i>All Balls Kickball</i> (PE Central: <a href="http://www.pecentral.org">www.pecentral.org</a>); <i>500</i> (keep groups small, no more than 4); Aussie Rules punting; football punting with receiver.</p> <p><b>Progression:</b> (Kicking using an approach on ground) Non-kicking foot is planted by the ball. Contact ball below the middle. Contact ball with shoelaces. Follow through. Use a lot of force. (Punting) Hold ball at waist level with two hands extending out while leaning slightly forward. Square your shoulders up to help with aim. Step and plant non-kicking foot. Flex your foot so that your toe is pointed forward, not up. Contact ball with shoelaces. Follow through with non-kicking leg to ceiling. Ensure enough practice time with various sized and shaped balls before game situations.</p>		
<p><b>S1.E19 Manipulatives</b> Volley (Underhand)</p> <p><b>GLEs:</b> PE.A.12</p>	<p><b>3:</b> 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</p> <p><b>4:</b> Volleys underhand using a mature pattern in a dynamic environment using small-modified games.</p>	<p><b>3(E):</b> Underhand volley <b>4(M):</b> Underhand volley <b>5(A):</b> Underhand volley</p>
<p><b>Suggested Activities:</b> Practice serving and volleying with a partner; Volleyball Four-Square; Rally Ball. See how long teams on the opposite side of the net can keep the ball volleying over the net.</p> <p><b>Progression:</b> (Serving Underhand) Face your target. Hold the ball in medium space with your non-striking hand. Use a bowling motion (step with the opposite foot and bring your striking hand back). As your open hand comes forward, strike the ball with the heel of your hand. Do not toss the ball in the air during the striking motion. Follow through toward your target. (Forearm Pass) Make a flat surface with arms by placing back of one hand in palm of the other. Move feet to get under the ball. One foot in front of the other with knees bent. Extend arms, body and knees to the ball. DO NOT swing your arms, meet the ball with your arms. Aim your arms towards the top of the net and not to the ceiling. Use beach balls, trainer volleyballs, OMNIKIN volleyball, or soft volleyballs to add variations for skill levels.</p>		

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STANDARD 1	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E20 Manipulatives</b> Volley (Overhead)</p> <p><b>GLEs:</b> PE.A.12</p>	<p><b>3:</b> Emerging outcomes first appear in Grade 4.</p> <p><b>4:</b> Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.</p> <p><b>5:</b> Volleys a ball using a mature two-hand overhead pattern sending it upward to a target.</p>	<p><b>3:</b> N/A</p> <p><b>4-5(E):</b> Overhead volley</p>
<p><b>Suggested Activities:</b> Volley overhead to a partner. Place Hula Hoops on the ground as targets on the opposite side of the net.</p> <p><b>Progression:</b> (Overhand Serve) Align shoulders square to the net facing the target area. Step forward with the foot opposite the striking/serving hand. Toss the ball, 3-4 feet above your head and in front of the serving shoulder. Strike the ball with an open hand in one continuous motion (swing through the ball). Keep your eyes on the ball (see actual contact take place). Follow through with the striking hand in the direction of the ball. Transfer weight from your back foot to the front foot. (Set) Elbows high. Make a diamond shape with your hands using your thumb and index fingers. Bend knees. Quick-catch and push with your fingers. Extend your arms and wrist. Pretend you are catching a water balloon to help you get the feel of not <i>stabbing</i> at the ball. Use beach balls, trainer volleyballs, OMNIKIN volleyball, or soft volleyball to add variations for skill levels.</p>		
<p><b>S1.E21 Manipulatives</b> Striking (Short-handled Implement)</p> <p><b>GLEs:</b> PE.A.8-9</p>	<p><b>3:</b> Strikes an object with a short-handled implement sending it forward over a low net or to a wall. [3.a]</p> <p><b>3:</b> Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. [3.b]</p> <p><b>4:</b> Strikes an object with a short-handled implement while demonstrating a mature pattern. [4.a]</p> <p><b>4:</b> Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. [4.b]</p> <p><b>5:</b> 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.</p>	<p><b>3(E):</b> Striking with short implement</p> <p><b>4(M):</b> Striking with short implement</p> <p><b>5(A):</b> Striking with short implement</p>
<p><b>Suggested Activities:</b> USTA curriculum (<a href="http://www.usta.com">www.usta.com</a>); practice hitting a trainer ball over the net with a partner.</p> <p><b>Progression:</b> Eyes on object you are striking. Keep a stiff wrist. Keep your side to the target. Step with the opposite foot. Follow through. Use various sized implements and various sized and weighted balls to strike.</p>		

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STANDARD 1	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E22 Manipulatives</b></p> <ul style="list-style-type: none"> <li>Striking (Long-handled Implements) (S1.E20.3-5.a)</li> <li>Striking (Long-handled Implements while Traveling) (S1.E20.3-5.b)</li> </ul> <p><b>GLEs:</b> PE.A.8-9</p>	<p><b>3:</b> 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.</p> <p><b>4:</b> Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis/badminton racket) while demonstrating 3 to 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, follow-through).</p> <p><b>5:</b> Strikes a pitched ball with a bat using a mature pattern. [5.a]</p> <p><b>5:</b> Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. [5.b]</p>	<p><b>3-4(E):</b> Striking with long implement</p> <p><b>5(M):</b> Striking with long implement, striking with long implement while traveling</p>
<p><b>Suggested Activities:</b> First Tee Program (<a href="http://www.thefirsttee.org">www.thefirsttee.org</a>); two-cone baseball (groups of 3-4, hitter, pitcher, fielder(s) rotate through the three positions); hockey shooting using various targets (e.g., goal, cone, bleacher, milk crate).</p> <p><b>Progression:</b> (Batting) Dominate hand grips bat above non-dominant hand. Non-dominant side of body faces the hitting area (feet parallel). Hip and spine rotation. Weight is transferred by stepping with the foot closest to the tosser. Eyes on the target. (Hockey Shooting) Hands apart with your least favorite hand (the one you don't write with) holding the top of hockey stick. Your favorite hand grips the stick about a foot below that hand. Turn your side to the target (i.e., if right handed turn left side/shoulder to target). Stick should be no higher than waist level on back swing and follow through. Follow through with stick pointed at the target. (Hockey Dribbling) Hands apart with your least favorite hand (the one you don't write with) holding the top of hockey stick. Your favorite hand grips the hockey stick about a foot below that hand. Use <i>soft taps</i> when striking the puck or ball. This will keep it close to you. Bend knees. Use both sides of the stick to control the ball/puck.</p>		
<p><b>S1.E23 Manipulatives</b> In Combination with Locomotor</p> <p><b>GLEs:</b> PE.A.11</p>	<p><b>3:</b> Emerging outcomes first appear in grade 4.</p> <p><b>4:</b> Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments.</p> <p><b>5:</b> Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, basketball).</p>	<p><b>3:</b> N/A</p> <p><b>4-5(E):</b> Combining locomotors and manipulatives</p>
<p><b>Suggested Activities/Courses:</b> Small-sided (3-5 students per team) modified games with no goalie.</p> <p><b>Progression:</b> Understanding of locomotor movements. Understand proper use of manipulatives. Combine locomotor with manipulatives.</p> <p><i>Demonstrates competency in a variety of motor skills and movement patterns: E=Emerging; M=Maturing; A=Applying</i></p>		

STANDARD 1	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.E24 Manipulatives</b> Jumping Rope</p> <p><b>GLEs:</b> PE.A.1-2</p>	<p><b>3:</b> Performs intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.</p> <p><b>4:</b> Creates a jump rope routine with either a short or long rope.</p> <p><b>5:</b> Creates a jump rope routine with a partner, using either a short or long rope.</p>	<p><b>3(M):</b> Jump rope <b>4-5(A):</b> Jump rope</p>
<p><b>Suggested Activities:</b> Far North Jumpers, (<a href="http://www.farnorthjumper.com">www.farnorthjumper.com</a>; local demonstration team, can do workshops); American Heart Association's <i>Jump Rope for Heart</i> resources (<a href="http://www.heart.org">www.heart.org</a>); <i>Mousetrap</i>; four-way jumping; create routine alone; create routine with partner; routines can be performed for class but no one should be forced to be put on the <i>spotlight</i> in front of the class.</p> <p><b>Progression:</b> Single rope jumping, long rope jumping, short and long rope jumping with tricks, long rope games that require quick entrance and exit (<i>Follow Me, Collision, Cat and Mouse, Double Dutch</i>, add pieces of equipment into the rope while jumping).</p>		

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## Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

The intent of this standard is the facilitation of the learner’s ability to use cognitive information to understand and enhance motor skill acquisition and performance. Students use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. As students learn more complex motor skills they then transfer the knowledge learned for a higher performance and skill level.

**Note:** It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

STANDARD 2	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S2.E1 Movement Concepts</b> Space</p> <p><b>GLEs:</b> PE.B.1</p>	<p><b>K:</b> Differentiates between movement in personal (self-space) and general space. [K.a]  <b>K:</b> Moves in self-space to a rhythm. [K.b]  <b>1:</b> Moves in self-space and general space in response to designated beats/rhythms.  <b>2:</b> Combines locomotor skills in general and self-space to a rhythm.</p>	<p><b>K-2(E):</b> Movement concepts (space)</p>
<p><b>Suggested Activities:</b> <i>Locomotor Hello’s, Monsters Inc., Spaceships</i> (all from PE Central: <a href="http://www.pecentral.org">www.pecentral.org</a>). Use a drum to create different beat patterns to have students match locomotor movements to. (<i>Chicken Dance</i>) Moving from self-space on the verse, to general space on the refrain; near and far activities.</p> <p><b>Progression:</b> General space (also known as playing area) is the total area used by all students. Personal space is the immediate area surrounding a person, including the space within the natural body extensions.</p>		
<p><b>S2.E2 Movement Concepts</b> Pathways, Shapes, and Levels</p> <p><b>GLEs:</b> PE.A.19</p>	<p><b>K:</b> Travels in three different pathways (e.g., straight, zigzag, curvy).  <b>1:</b> Travels demonstrating a low, middle, and high levels. [1.a]  <b>1:</b> Travels demonstrating a variety of relationships with objects (e.g., over, under, beside, around, through). [1.b]  <b>2:</b> Combines shapes, levels, and pathways into simple travel, dance, and gymnastic sequences.</p>	<p><b>K-2(E):</b> Movement concepts, (pathways, shapes, levels)</p>

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STANDARD 2	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities:</b> (Shapes the Body Makes) Many shapes can be formed with the body, such as long and short, wide or narrow, straight or twisted, stretched or curled, symmetrical or asymmetrical. Use open-ended prompts to allow creativity. Cone under cards (with pictures of the type of pathway or level student will use to get to their next cone).</p> <p><b>Progression:</b> Pathway (e.g., zigzag, straight, curvy); Level (low to the ground, high off the ground); Relationships (e.g., over, under, beside, around, through). Once each concept has been introduced, progress to using combinations.</p>		
<p><b>S2.E3 Movement Concepts</b> Speed, Force, Direction</p> <p><b>GLEs:</b> PE.A.18</p>	<p><b>K:</b> Travels in general space with different speeds.  <b>1:</b> Differentiates between fast and slow speeds. [1.a]  <b>1:</b> Differentiates between strong and light force. [1.b]  <b>2:</b> Varies time and force with gradual increases and decreases.</p>	<p><b>K-2(E):</b> Movement concepts, (speed, force, direction)</p>
<p><b>Suggested Activities:</b> Direction (e.g., forward, backward, side to side), <i>Traffic Light Tag</i> (taggers carry green, yellow, or red fleece ball), alternate music segments with fast and slow cadence and have students move accordingly; animal flashcards.</p> <p><b>Progression:</b> The skills of speed, force and flow should be introduced to K-2 students during the first quarter of the school year in conjunction with locomotors and space awareness. These skills are necessary to establish before students begin to travel freely through general space in chasing/fleeing activities.</p>		
<p><b>S2.E4 Movement Concepts</b> Alignment (Muscular Tension)</p> <p><b>GLEs:</b> PE.A.18</p>	<p><b>K-2:</b> Emerging outcomes first appear in Grade 3.</p>	<p>N/A</p>
<p><b>Suggested Activities/Courses:</b> N/A</p> <p><b>Progression:</b> N/A</p>		
<p><b>S2.E1 Movement Concepts</b></p> <ul style="list-style-type: none"> <li>• Open Spaces (S2.E1.3-5.a)</li> <li>• Closing Spaces (S2.E1.3-5.b)</li> <li>• Boundaries (S2.E1.3-5.c)</li> </ul> <p><b>GLEs:</b> PE.B.3, 6</p>	<p><b>3:</b> Recognizes the concept of open spaces in a movement context.  <b>4:</b> Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). [4.a]  <b>4:</b> Applies the concept of closing spaces in small-sided practices. [4.b]  <b>4:</b> Dribbles in general space with changes in direction and speed. [4.c]  <b>5:</b> Applies the concept of open spaces to combination skills involving locomotor and non-locomotor movements for small groups. [5.a]  <b>5:</b> Applies the concept of closing spaces in small-sided practices. [5.b]</p>	<p><b>3(E):</b> Movement concepts, open spaces  <b>4-5(M):</b> Movement concepts, open spaces, closing spaces, and boundaries</p>

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STANDARD 2	K-2 OUTCOMES	PERFORMANCE INDICATORS
	<p><b>5:</b> Identify boundaries and apply knowledge to small games. [5.c]</p>	
<p><b>Suggested Activities/Courses:</b> In all activities, identify boundaries and give movement reminders.</p> <p><b>Progression:</b> Keep eyes up and look to the front and sides. Move to areas with no other students. Slow down and cautiously change pathways when getting close to other students. Stay within designated and marked boundaries.</p>		
<p><b>S2.E2 Movement Concepts</b> Pathways, Shapes, and Levels</p> <p><b>GLEs:</b> PE.B.3</p>	<p><b>3:</b> Recognizes locomotor skills specific to a wide variety of physical activities.</p> <p><b>4:</b> Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.</p> <p><b>5:</b> Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction.</p>	<p><b>3-5(E):</b> Movement concepts, pathways, shapes, and levels</p>
<p><b>Suggested Activities/Courses:</b> Have students identify locomotor movements used during an activity. Create a gymnastics or dance routine using movement elements along with gymnastic and dance elements.</p> <p><b>Progression:</b> Understand locomotor skills. Understand combining locomotor skills. Understand using locomotor movements to tie together other skills such as games with implements, gymnastics, and dance.</p>		
<p><b>S2.E3 Movement Concepts</b></p> <ul style="list-style-type: none"> <li>• Game Situations (S2.E3.3-5.a)</li> <li>• Direction and Force (S2.E3.3-5.b)</li> <li>• Modified Situations (S2.E3.3-5.c)</li> </ul> <p><b>GLEs:</b> PE.B.6</p>	<p><b>3:</b> Combined movement concepts (direction, levels, force, time) with skills as directed by the teacher.</p> <p><b>4:</b> Applies movement concepts of speed, endurance and pacing for running. [4.a]</p> <p><b>4:</b> Applies the concept of direction and force when striking an object with a short-handled implement, sending it toward a designated target. [4.b]</p> <p><b>5:</b> Applies movement concepts to strategy in game situations. [5.a]</p> <p><b>5:</b> Applies the concept of direction and force to strike an object with a long handled implement. [5.b]</p> <p><b>5:</b> Analyze movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small sided practice tasks in game environments, dance,</p>	<p><b>3-5(E):</b> movement concepts, game situations, direction and force, modified situations</p>

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STANDARD 2	K-2 OUTCOMES	PERFORMANCE INDICATORS
	and gymnastics. [5.c].	
<p><b>Suggested Activities/Courses:</b> Show and tell difference between putt,drive, bunt,line drive, dink,slap shot, etc.</p> <p><b>Progression:</b> Perform movement concepts as directed by teacher, apply movement concepts to accomplish a task, apply movement concepts and adjust on own during game situations.</p>		

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STANDARD 2	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S2.E4 Movement Concepts</b></p> <ul style="list-style-type: none"> <li>• Alignment and Muscular Tension (S2.E4.3-5.a)</li> <li>• Movement (S2.E4.3-5.b)</li> </ul>	<p><b>3:</b> Employs the concept of alignment in gymnastics and dance. [3.a]</p> <p><b>3:</b> Employs the concept of muscular tension with balance in gymnastics and dance. [3.b]</p> <p><b>4:</b> Applies skill.</p> <p><b>5:</b> Applies skills of alignment in all forms of movement. [5.a]</p> <p><b>5:</b> Employs the concept of muscular tension with balance in all forms of movement. [5.b]</p>	<p><b>3-5(E):</b> Movement concepts, alignment, and muscular tension (movement)</p>
<p><b>Suggested Activities/Courses:</b> Create side-by-side photos of good and poor examples of alignment and muscular tension. Use peer-coach to give feedback to their partner about alignment. Use iPad to record student’s alignment in order to provide feedback.</p> <p><b>Progression:</b> Understands movement concepts so as to apply to several situations.</p>		
<p><b>S2.E5 Movement Concepts</b></p> <ul style="list-style-type: none"> <li>• Invasion Strategies/Tactics (S2.E5.3-5.a)</li> <li>• Net/Wall Strategies/Tactics (S2.E5.3-5.b)</li> <li>• Game and Sport Situations (S2.E5.3-5.c)</li> </ul> <p><b>GLEs:</b> PE.B.2-4, 6</p>	<p><b>3:</b> Applies simple strategies and tactics in chasing activities. [a]</p> <p><b>3:</b> Applies simple strategies in fleeing activities. [b]</p> <p><b>4:</b> Applies simple offensive strategies and tactics in chasing and fleeing activities. [a]</p> <p><b>4:</b> Applies simple defensive strategies and tactics in chasing and fleeing activities. [b]</p> <p><b>4:</b> Recognizes the type of kicks needed for different games and sports situations. [c]</p> <p><b>5:</b> Applies basic offensive/defensive strategies and tactics in invasion small-sided practice tasks. [5.a]</p> <p><b>5:</b> Applies basic offensive/defensive strategies and tactics in net/wall small-sided practice tasks. [5.b]</p> <p><b>5:</b> Recognizes the type of throw, volley, or striking action needed for different games and sports situations. [5.c]</p>	<p><b>3-5(E):</b> Movement concepts, strategies, and tactics</p>

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STANDARD 2	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities:</b> Non-Elimination tag games; small-sided soccer; floor hockey; or floor ball (e.g., Ultimate, lacrosse, team handball) with no goalies; small-sided volleyball with a larger, lighter ball.</p> <p><b>Progression:</b> Use quick-speed and direction changes. Use fakes. Keep eyes on the middle of the person being chased. Use twisting and stretching at different levels. Offensive role is to attempt to score either alone or using teammates. Uses offensive strategies such as getting open for pass, faking the defense, or changing direction. Demonstrates ability to track or mark opponent or object (e.g., player to player defense) in order to stop from scoring. Positions body between the ball and the goal.</p>		
<p><i>Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. Moving Concepts: E=Emerging; M=Maturing; A=Applying</i></p>		

### Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

The intent of this standard is development of students’ knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health-related fitness components include aerobic fitness, muscular strength and endurance, flexibility, and body composition. Expectations for students’ fitness levels should be established on a personal basis rather than setting a single standard for all students at a given grade level. Moreover, students become more skilled in their ability to self-assess, plan, perform, interpret results, and monitor physical activities appropriate for developing a health-enhancing level of physical fitness.

**Note:** It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

STANDARD 3	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S3.E1 Physical Activity Knowledge</b></p> <p><b>GLEs:</b> PE.C.2; D.5</p>	<p><b>K:</b> Identifies active play opportunities outside physical education class.</p> <p><b>1:</b> Discuss the benefits of being active and/or playing.</p> <p><b>2:</b> 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 family).</p>	<p><b>K-2(E):</b> Physical activity knowledge</p>
<p><b>Suggested Activities:</b> <i>Healthy Futures</i> program (<a href="http://www.healthyfuturesak.org">www.healthyfuturesak.org</a>), have students share what physical activities they are doing outside of school, display bulletin boards and posters focusing on the benefits of being active and/or playing, offer ideas and resources to families supporting activities they can do outside of school, tell students about physically active before- and after-school clubs and community resources that are available. For community recreation and sports ideas, see the <i>Teacher Resource List</i> in the Appendix.</p> <p><b>Progression:</b> This is an ongoing effort throughout the school year and can be a routine part of class closure or after the warm-up (as an instructional teachable moment).</p>		
<p><b>S3.E2 Engages in Physical Activity</b></p> <p><b>GLEs:</b> PE.C.3</p>	<p><b>K:</b> Actively participates in physical education class.</p> <p><b>1:</b> Actively engages in physical education class.</p> <p><b>2:</b> Actively engages in physical education class in response to instruction and practice.</p>	<p><b>K-2(E):</b> Engages in physical activity</p>

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STANDARD 3	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities:</b> Class activities should be carefully planned and engaging so that students do not have wait time or wasted transition time. The environment should be inclusive and not allow for students to choose not to participate. Equipment should be ample so that students have adequate practice time and should not have to share equipment (i.e., one racket/stick/HR monitor per student, one ball to every 1-2 students).</p> <p><b>Progression:</b> (Ongoing) Active participation is fostered in a child’s first year of school when they are getting used to the physical education setting and should be an ongoing expectation.</p>		
<p><b>S3.E3 Fitness Knowledge</b></p> <p><b>GLEs:</b> PE.D.3, 5</p>	<p><b>K:</b> Recognizes that when you move fast, your heart beats faster and you breathe faster.</p> <p><b>1:</b> Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity.</p> <p><b>2:</b> Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity.</p>	<p><b>K-2(E):</b> Fitness knowledge</p>
<p><b>Suggested Activities:</b> (American Heart Association) <i>Jump Rope for Heart</i> (JRFH)/<i>Hoops for Heart</i> (HFH) curriculum supplements and resources (<a href="http://www.heart.org">www.heart.org</a>); <i>Five for Life</i> curriculum (under Cardiovascular section); heart rate monitoring pulse sticks; identify activities that are beneficial for keeping a strong and healthy heart; have students feel for their pulse putting hand over chest and locating where their carotid artery is located.</p> <p><b>Progression:</b> Fitness concepts regarding the heart and its function should be introduced in the first quarter of the school year as students are learning the components of a physical education lesson (e.g., warm-up, fitness, main, activity, closure). Continue building knowledge of heart fitness throughout the school year.</p>		
<p><b>S3.E4 Fitness Knowledge</b></p> <ul style="list-style-type: none"> <li>• Health-Related Fitness Components/Resistance (S3.E3.K-2.a)</li> <li>• Health-Related Fitness Components (S3.E3.K-2.b)</li> </ul> <p><b>GLEs:</b> PE.C.3; D.1, 4</p>	<p><b>2:</b> Uses own body resistance for developing strength. [2.a]</p> <p><b>2:</b> Identifies physical activities that contribute to health-related fitness. [2.b]</p>	<p><b>K-1:</b> N/A</p> <p><b>2(E):</b> Health related fitness components</p>

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STANDARD 3	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities:</b> <i>Five for Life</i> curriculum, vary exercises that K-2 students are introduced to in order to increase their muscle strength and endurance knowledge; <i>Fit Deck</i> (card deck of exercises); climbing wall; yoga poses; educational gymnastics connections to knowledge of strength development; make connections to apparatus on the playground that can also develop strength (e.g., bars, swings, climbing obstacles).</p> <p><b>Progression:</b> Health-related fitness components should be introduced during the first quarter of the school year so its concepts can be applied to all upcoming activities in physical education. Connections should be made throughout all units of instruction during the school year.</p>		
<p><b>S3.E5 Skill-Related Fitness Components</b></p> <p><b>GLEs:</b> PE.C.3; D.1, 4</p>	<p><b>K-2:</b> Emerging outcomes first appear in Grade 3.</p>	<p><b>K-2:</b> N/A</p>
<p><b>Suggested Activities:</b> N/A</p> <p><b>Progression:</b> N/A</p>		
<p><b>S3.E6 Assessment and Program Planning</b></p> <p><b>GLEs:</b> HL.B.1-2; HL.B.4</p>	<p><b>K-2:</b> Emerging outcomes first appear in Grade 3.</p>	<p><b>K-2:</b> N/A</p>
<p><b>Suggested Activities/Courses:</b> N/A</p> <p><b>Progression:</b> N/A</p>		
<p><b>S3.E7 Nutrition</b></p> <p><b>GLEs:</b> PE.D.6</p>	<p><b>K:</b> Recognizes that food provides energy for physical activity.</p> <p><b>1:</b> Differentiates between healthy and unhealthy foods.</p> <p><b>2:</b> Recognizes the good health balance of nutrition and physical activity.</p>	<p><b>K-2(E):</b> Nutrition</p>
<p><b>Suggested Activities:</b> United States Department of Agriculture (<a href="http://www.usda.gov">www.usda.gov</a>) (<a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>); Washington Dairy Council (<a href="http://nutrition.eatsmart.org">http://nutrition.eatsmart.org</a>); Cooperative Extension at UAF (<a href="http://www.uaf.edu/ces">www.uaf.edu/ces</a>); National Center for Education Statistics (<a href="http://nces.ed.gov">http://nces.ed.gov</a>) for Health and Nutrition Education; <i>Five for Life</i> nutrition curriculum (i.e., food cards and cubes, body composition cards with defining energy in/energy out).</p> <p><b>Progression:</b> Start with USDA's <i>Choose My Plate</i> for basic food group recognition, practice categorizing foods, and understanding that they provide energy. Make connections between energy in (food) and energy out (activity) to provide balance to the body.</p>		

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STANDARD 3	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S3.E1 Physical Activity Knowledge</b></p> <p><b>GLEs:</b> PE.C.1, 4</p>	<p><b>3:</b> Charts participation in physical activities outside physical education class. [3.a]</p> <p><b>3:</b> Identifies physical activity benefits as a way to become healthier. [3.b]</p> <p><b>4:</b> Analyzes opportunities for participating in physical activity outside physical education class.</p> <p><b>5:</b> Charts and analyzes physical activity outside physical education class for fitness benefits of activities.</p>	<p><b>3-4(E):</b> Physical activity knowledge</p> <p><b>5(M):</b> Physical activity knowledge</p>
<p><b>Suggested Activities/Courses:</b> <i>Healthy Futures</i> Exercise Logs (<a href="http://www.healthyfuturesak.org">www.healthyfuturesak.org</a>); make students aware of before- and after-school programs available; display informational posters; have students share activities done outside of school with classmates.</p> <p><b>Progression:</b> Ongoing throughout the year. Stress the importance of physical activity outside of school and allow students to share what they have done.</p>		
<p><b>S3.E2 Engages in Physical Activity</b></p> <p><b>GLEs:</b> PE.C.2-3</p>	<p><b>3:</b> Engages in the activities of physical education class with minimal teacher prompting.</p> <p><b>4:</b> Actively engages in the activities of physical education class, both teacher-directed and independent.</p> <p><b>5:</b> Actively engages in all the activities of physical education.</p>	<p><b>3-4(E):</b> Engages in physical activity during physical education class time</p> <p><b>5(M):</b> Engages in moderate to vigorous physical activity at least 50% of physical education class time</p>
<p><b>Suggested Activities/Courses:</b> Class activities should be carefully planned and engaging so that students do not have wait time or wasted transition time. The environment should be inclusive and not allow for students to choose not to participate. Equipment should be ample so that students have adequate practice time and should not have to share equipment (i.e., one racket/stick/heart rate monitor per student, one ball to every 1-2 students).</p> <p><b>Progression:</b> Classroom procedures should be established early in the year and reviewed as the year goes on to maximize engagement.</p>		

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STANDARD 3	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S3.E3 Fitness Knowledge</b> Heart Health</p> <p><b>GLEs:</b> PE.D.2-3</p>	<p><b>3:</b> Describes the concept of fitness and provides examples of heart rate evaluation methods.</p> <p><b>4:</b> Identifies the components of health-related fitness.</p> <p><b>4:</b> Evaluate heart rate during exercise utilizing methods such as manual pulse checking, perceived exertion index or heart rate monitors.</p>	<p><b>3-4(E):</b> Fitness knowledge, heart health</p> <p><b>5(M):</b> Fitness knowledge, heart health</p>
<p><b>Suggested Activities/Courses:</b> Use of heart rate monitors or heart rate monitor watches; find carotid artery and be able to count the beats when teacher times for six seconds (add a zero to easily multiply by ten); <i>Five for Life</i> activities; find heart rate zones.</p> <p><b>Progression:</b> Review all components of fitness throughout the year. Once heart rate is understood, introduce heart rate zones.</p>		
<p><b>S3.E4 Fitness Knowledge</b></p> <ul style="list-style-type: none"> <li>• Health Related Fitness (S3.E4.3-5.a)</li> <li>• Warm-Up/Cool Down (S3.E4.3-5.b)</li> <li>• FITT Principle (S3.E4.3-5.c)</li> <li>• Muscle Identification (S3.E4.3-5.d)</li> <li>• Muscular/Skeletal Movement (S3.E4.3-5.e)</li> </ul> <p><b>GLEs:</b> PE.D.1</p>	<p><b>3:</b> Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.</p> <p><b>4:</b> Demonstrates warm-up and cool-down relative to cardiorespiratory fitness assessment.</p> <p><b>5:</b> List, define, and demonstrates the five components of health related fitness. [5.a]</p> <p><b>5:</b> Identifies the need for warm-up and cool-down relative to various physical activities. [5.b]</p> <p><b>5:</b> Identify and apply FITT (frequency, intensity, time, type) to a fitness plan. [5.c]</p> <p><b>5:</b> Identify major muscles. [5.d]</p> <p><b>5:</b> Experience how the muscular and skeletal systems work together to allow movement. [5.e]</p>	<p><b>3-4(E):</b> Fitness knowledge</p> <p><b>5(M):</b> Fitness knowledge</p>
<p><b>Suggested Activities/Courses:</b> <i>Five for Life</i> activities, assessments, and posters. Focus on a specific muscle each week and create warm-ups and activities using those muscles. <i>FitDeck</i> exercising playing cards. Identify how muscles are working with the skeletal system during different activities.</p> <p><b>Progression:</b> Review and reteach fitness components and concepts at the beginning of the year. Connect each lesson to the fitness components for review and further understanding.</p>		

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STANDARD 3	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S3.E5 Fitness Knowledge</b> Skill-Related</p> <p><b>GLEs:</b> PE.D.1</p>	<p><b>3-5:</b> Identifies the six components of skill related fitness (agility, balance, coordination, speed, reaction time, power).</p>	<p><b>3-5(E):</b> Skill related fitness knowledge</p>
<p><b>Suggested Activities/Courses:</b> Posters; focused fitness activity cards, reference during skill instruction.</p> <p><b>Progression:</b> Introduced and revisited throughout the year when applicable to the activity.</p>		
<p><b>S3.E6 Assessment and Program Planning</b></p> <ul style="list-style-type: none"> <li>• Analyzes Fitness Assessment/Components (S3.E6.3-5.a)</li> <li>• Fitness Assessment (S3.E6.3-5.b)</li> <li>• FITT Strategies (S3.E6.3-5.c)</li> </ul> <p><b>GLEs:</b> PE.C.4; D.5, 7, 9</p>	<p><b>3:</b> Demonstrates, with teacher direction, the health-related fitness components.</p> <p><b>4:</b> Completes fitness assessments (pre and post). [4.a]</p> <p><b>4:</b> Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. [4.b]</p> <p><b>5:</b> Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health. [5.a]</p> <p><b>5:</b> Perform a nationally recognized, criterion references, health related fitness assessment that includes muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition. [5.b]</p> <p><b>5:</b> Identify strategies for progress in fitness areas using FITT strategies. [5.c]</p>	<p><b>3-4(E):</b> Fitness assessment, program planning</p> <p><b>5(M):</b> Fitness assessment, program planning</p>
<p><b>Suggested Activities/Courses:</b> <i>Five for Life</i> activities; <i>Presidential Youth Fitness</i> program.</p> <p><b>Progression:</b> Practice the <i>Presidential Youth Fitness</i> program components, perform a pre-test, evaluate results, discuss and work on fitness components throughout the year to improve or maintain scores, and take post-test.</p>		

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STANDARD 3	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S3.E7 Nutrition</b></p> <p><b>GLEs:</b> HL.A.1; HL.B.1</p>	<p><b>3:</b> Identifies foods that are beneficial for before and after physical activity.</p> <p><b>4:</b> Discusses the importance of hydration and hydration choices relative to physical activities.</p> <p><b>5:</b> Analyzes the impact of food choices relative to physical activity, youth sports, and personal health.</p>	<p><b>3-5(E):</b> Nutrition</p>
<p><b>Suggested Activities/Courses:</b> United States Department of Agriculture (<a href="http://www.usda.gov">www.usda.gov</a>) (<a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>); Washington Dairy Council (<a href="http://nutrition.eatsmart.org">http://nutrition.eatsmart.org</a>); Cooperative Extension at UAF (<a href="http://www.uaf.edu/ces">www.uaf.edu/ces</a>); National Center for Education Statistics (<a href="http://nces.ed.gov">http://nces.ed.gov</a>) for Health and Nutrition Education; <i>Five for Life</i> nutrition curriculum (i.e., food cards and cubes); healthy food choices posters; nutritional posters provided by <i>Healthy Futures</i> (<a href="http://healthyfuturesak.org">http://healthyfuturesak.org</a>) related to sugar amounts in food and drink.</p> <p><b>Progression:</b> Identify different nutrients in foods then discuss the effect each nutrient has on the body and physical activity.</p>		

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## Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

The intent of this standard is to reflect development towards self-initiated behaviors that promote personal and group success in all physical activities that can be transferred to college, career and life. These behaviors include but are not limited to safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction and inclusion. It also includes respect toward teachers, other students, and the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity. Similarities and differences include, but are not limited to; characteristics of culture, ethnicity, skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

**Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.**

STANDARD 4	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S4.E1 Personal Responsibility</b></p> <ul style="list-style-type: none"> <li>• Equipment and Space (S4.E1.K-2.a)</li> <li>• Rules and Parameters (S4.E1.K-2.b)</li> </ul> <p><b>GLEs:</b> PE.E.2-4</p>	<p><b>K:</b> Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). [K.a]</p> <p><b>K:</b> Acknowledges responsibility for behavior when prompted. [K.b]</p> <p><b>1:</b> Follows the rules and parameters of the learning environment.</p> <p><b>2:</b> Accepts personal responsibility by using equipment and space appropriately with minimal teacher prompting. [2.a]</p> <p><b>2:</b> Accepts responsibilities by following the rules and parameters of the learning environment. [2.b]</p>	<p><b>K-2(E):</b> Demonstrating personal responsibility</p>
<p><b>Suggested Activities:</b> Post kid-friendly reminders of class expectations for behavior using pictures. Always give safety cues when introducing new equipment before students have that equipment in their hands (i.e., sticks, balls to be kicked/not kicked). Self-responsibility rubric for daily participation, praise positive behaviors for reinforcement, and to help other students understand your expectations. Have clearly established consequences and be consistent with enforcement.</p> <p><b>Progression:</b> (Week 1 and 2) Establish the learning environment, which is the focus of fostering a safe, productive physical education environment. Be clear, have short and concise cues (auditory and visual) that students will learn to expect and respond to (e.g., how to enter/exit, freeze signal, how to form partnerships or groups, meeting spots).</p>		

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STANDARD 4	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S4.E2 Accepting Feedback</b></p> <p><b>GLEs:</b> PE.E.2, 5</p>	<p><b>K:</b> Follows instruction/directions when prompted.</p> <p><b>1:</b> Responds appropriately to general feedback from the teacher.</p> <p><b>2:</b> Accepts and responds appropriately to specific corrective feedback from the teacher.</p>	<p><b>K-2(E):</b> Accepting feedback</p>
<p><b>Suggested Activities:</b> Practice your commands and protocols regularly in the first weeks of school, circulate throughout the teaching space to provide feedback to as many students as possible, try not to have your back to any students, remain calm when correcting students and do not touch student when correcting/reprimanding. Maintain a level of respect at all times.</p> <p><b>Progression:</b> Be consistent and repetitive throughout the year; use specific cues.</p>		
<p><b>S4.E3 Working with Others</b></p> <ul style="list-style-type: none"> <li>• Class Environments (S4.E3.K-2.a)</li> <li>• Diverse Populations (S4.E3.K-2.b)</li> </ul> <p><b>GLEs:</b> PE.E.3, 5-6</p>	<p><b>K:</b> Shares equipment and space with others.</p> <p><b>1:</b> Works independently with others in a variety of class environments (e.g., partners, small and large groups).</p> <p><b>2:</b> Works independently with others in partner environments. [2.a]</p> <p><b>2:</b> Actively participates with classmates without regard to personal differences. [2.b]</p>	<p><b>K-3(E):</b> Working with others</p>
<p><b>Suggested Activities:</b> Establish your clear procedure for forming groups. Practice finding a partner or small group using your established procedure. Make sure your policy does not exclude students and that students work with lots of different people. Students should be encouraged to team up with new classmates. It is never appropriate for the teacher to use captains for publicly picking teams/groups.</p> <p><b>Progression:</b> You must revisit your expectations throughout the year and address any instances of students disrespecting one another.</p>		
<p><b>S4.E4 Rules and Fair Play</b></p> <p><b>GLEs:</b>PE.E.2,4</p>	<p><b>K:</b> Recognizes the established protocols for class activities.</p> <p><b>1:</b> Exhibits the established protocols for class activities.</p> <p><b>2:</b> Recognizes the role of rules and fair play in teacher designed physical activities.</p>	<p><b>K-2(E):</b> Following rules, fair play</p>

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STANDARD 4	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities:</b> Practice your commands and protocols regularly in the first weeks of school, be consistent with your cues, helpful for it to be visual and auditory. Establish rules for respect and talk about them as a class (e.g., respect yourself by doing your best, playing fair, following rules). Respect others by sharing, taking turns, using positive comments, and being a good sport.</p> <p><b>Progression:</b> Provide lots of practice opportunities in the first few weeks of the school year for rules and protocol. Be fair, consistent and predictable with your follow-through.</p>		
<p><b>S4.E5 Safety</b></p> <ul style="list-style-type: none"> <li>• Personal Safety (S4.E5.K-2.a)</li> <li>• Equipment Safety (S4.E5.K-2.b)</li> </ul> <p><b>GLEs:</b> PE.E.2, 9</p>	<p><b>K:</b> Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p> <p><b>1:</b> Follows teacher directions for safe participation and proper use of equipment without teacher reminders.</p> <p><b>2:</b> Works independently and safely in physical education. (2.a)</p> <p><b>2:</b> Work safely with physical education equipment. (2.b)</p>	<p><b>K-1(E):</b> Safety</p> <p><b>2(M):</b> Safety</p>
<p><b>Suggested Activities:</b> Have protocol in place for getting equipment (e.g., basketball, scoop) out of student’s hands on a freeze or when giving instructions (e.g., place it on the floor by their feet, have students get out equipment only after you have given safety reminders and guidelines for use). Have equipment staged so that students can gather it quickly with little wasted time. Have procedures for quickly and safely returning equipment at the end of class. Have verbal or visual cues that you use when a student is not being safe with equipment. Always have established playing boundaries and keep them consistently enforced to prevent injury.</p> <p><b>Progression:</b> Establish equipment routines early in the year and remind students of the procedure as the year progresses. Establish equipment safety rules when using new equipment.</p>		
<p><b>S4.E6 Safety</b></p> <ul style="list-style-type: none"> <li>• Cold Weather Safety (S4.E6.K-2.a)</li> <li>• Aquatic Safety (S4.E6.K-2.b)</li> </ul> <p><b>GLEs:</b> PE.E.8-9</p>	<p><b>2:</b> Recognizes cold weather safety practices. [2.a]</p> <p><b>2:</b> Recognizes aquatic safety practices. [2.b]</p>	<p><b>K-1:</b> N/A</p> <p><b>2(E):</b> Cold weather safety, aquatic safety</p>
<p><b>Suggested Activities:</b> Discuss importance of dressing in layers for cold weather (base layer, insulating layer, outer/shell) when preparing for ice skating, snowshoeing, skiing, snowboarding, or other outdoor winter pursuits. Wool socks or tall synthetic socks for inside of skates/boots. Invite guest speakers from the Alaska Department of Natural Resources (DNR) or the Bureau of Land Management (BLM), (i.e., boat/water safety through <i>Kids’ Don’t Float</i> program). Take a field trip to a local swimming pool.</p> <p><b>Progression:</b> Discuss prior to outdoor activities, water safety can be introduced when resources become available.</p>		

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STANDARD 4	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S4.E1 Personal Responsibility</b></p> <p><b>GLEs:</b> PE.E.1-3</p>	<p><b>3:</b> Exhibits personal responsibility in teacher-directed activities.</p> <p><b>4:</b> Exhibits responsible behavior in independent group situations.</p> <p><b>5:</b> Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).</p>	<p><b>3-5(M):</b> Personal responsibility</p>
<p><b>Suggested Activities/Courses:</b> Post-student behavior expectations and review them with students regularly. Recognize students when personal responsibility is being displayed through a quick and positive comment without drawing attention from peers.</p> <p><b>Progression:</b> Establish expectations early on in the year and allow practice time. Give regular reminders of how students should be acting in every situation throughout the year.</p>		
<p><b>S4.E2 Accepting Feedback</b></p> <p><b>GLEs:</b> PE.E.7, 10</p>	<p><b>3:</b> Accepts and implements specific corrective feedback from the teacher.</p> <p><b>4:</b> Listens respectfully to corrective feedback from others (e.g., peers, adults).</p> <p><b>5:</b> Gives and receives corrective feedback respectfully to peers and adults.</p>	<p><b>3-5(M):</b> Accepting feedback</p>
<p><b>Suggested Activities/Courses:</b> Model and practice classroom protocols regularly in the first weeks of school, circulate throughout the teaching space to provide feedback to as many students as possible. Model a level of respect at all times. Put students in partner situations in order to practice giving and receiving feedback in a positive manner.</p> <p><b>Progression:</b> Establish expectations early in the year. Teach students how to give and receive feedback in a respectable manner. Give students practice time to work on the skills. Give reminders throughout the year.</p>		

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STANDARD 4	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S4.E3 Working with Others</b></p> <ul style="list-style-type: none"> <li>• Praises Others (S4.E3.3-5.a)</li> <li>• Accepts Others (S4.E3.3-5.b)</li> </ul> <p><b>GLEs:</b> PE.E.4-7, 9-10</p>	<p><b>3:</b> Works cooperatively with others. [3.a]  <b>3:</b> Praises others for their success in movement performance. [3.b]  <b>4:</b> Praises the movement performance of others both more and less skilled. [4.a]  <b>4:</b> Accepts players of all skill levels into the physical activity. [4.b]  <b>5:</b> Praises the movement performance of others both more and less skilled. [5.a]  <b>5:</b> Accepts players of all skill levels into the physical activity. [5.b]</p>	<p><b>3-5(M):</b> Working with others</p>
<p><b>Suggested Activities/Courses:</b> Establish your clear procedure for forming groups. Practice finding a partner or small group using your established procedure. Make sure your policy does not exclude students and that students work with lots of different people. Students should never be allowed to walk away from someone when they approach if they haven't recently worked together. It is never appropriate to use captains for publicly picking teams/groups. Provide a time for students to give a positive comment to a teammate or partner.</p> <p><b>Progression:</b> Establish expectations and procedures early on in the year. Review them as the year goes on.</p>		
<p><b>S4.E4 Rules and Fair Play</b></p> <p><b>GLEs:</b> PE.E.7</p>	<p><b>3:</b> Recognizes the role of rules and etiquette in physical activity with peers.  <b>4:</b> Exhibits etiquette and adherence to rules in a variety of physical activities.  <b>5:</b> Assesses adherence to rules, etiquette, and fair play of various games and activities.</p>	<p><b>3-4(E):</b> Following rules, fair play  <b>5(M):</b> Following rules, fair play</p>
<p><b>Suggested Activities/Courses:</b> Establish your clear procedure for forming groups. Practice finding a partner or small group using your established procedure. Make sure your policy does not exclude students and that student are given options work with lots of different people. Students should be encouraged to team up with new classmates. It is never appropriate for the teacher to use captains for publicly picking teams/groups.</p> <p><b>Progression:</b> Revisit your expectations throughout the year and address any instances of students disrespecting one another.</p>		

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STANDARD 4	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S4.E5 Safety</b></p> <p><b>GLEs:</b> PE.E.8</p>	<p><b>3:</b> Works independently and safely in physical activity settings.</p> <p><b>4:</b> Works safely with peers and equipment in physical activity settings.</p> <p><b>5:</b> Applies safety principles with age-appropriate physical activities.</p>	<p><b>3-4(M):</b> Safety</p> <p><b>5(A):</b> Safety</p>
<p><b>Suggested Activities/Courses:</b> Have protocol in place for getting equipment (e.g., basketball, scoop) out of student’s hands on a freeze or when giving instructions (e.g., place it on the floor by their feet, have students get out equipment only after you have given safety reminders and guidelines for use). Have equipment staged so that students can gather it quickly with little wasted time. Have procedures for quickly and safely returning equipment at the end of class. Have verbal or visual cues that you use when a student is not being safe with equipment. Always have established playing boundaries and keep them consistently enforced to prevent injury.</p> <p><b>Progression:</b> Establish equipment routines early in the year and remind students of the procedure as the year progresses. Establish equipment safety rules when using new equipment.</p>		
<p><b>S4.E6 Safety</b></p> <ul style="list-style-type: none"> <li>• Cold Weather Safety (S4.E6.3-5.a)</li> <li>• Aquatic Safety (S4.E6.3-5.b)</li> </ul> <p><b>GLEs:</b> PE.E.8</p>	<p><b>5:</b> Apply cold weather practices. [5.a]</p> <p><b>5:</b> Identify appropriate water safety practices. [5.b]</p>	<p><b>3-5(M):</b> Cold weather safety, aquatic safety</p>
<p><b>Suggested Activities:</b> How to recognize/prevent hypothermia; <i>Kid’s Don’t Float</i> program (<a href="http://dnr.alaska.gov/parks/boating/kdfhome.htm">http://dnr.alaska.gov/parks/boating/kdfhome.htm</a>); invite special guests (Bureau of Land Management, Department of Fish and Game); <i>Winter Feels Good</i> (<a href="http://www.nowlink.com/winter-feels-good">www.nowlink.com/winter-feels-good</a>).</p> <p><b>Progression:</b> Discuss prior to outdoor activities, water safety when opportunities present themselves.</p>		

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**Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

This standard reflects the development of an awareness of intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can be enjoyable, challenging, and fun and provides opportunities for self-expression and social interaction. These benefits can develop self-confidence, promote a positive self-image, and continue a healthy and active lifestyle. As a result of these benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

**Note:** It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior, poor performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

STANDARD 5	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S5.E1 Health</b> <b>GLEs:</b> HL.A.1-2, 6; HL.C.2, 4-5</p>	<p><b>K:</b> Recognizes that physical activity is important for good health. <b>1:</b> Identifies physical activity as a component of good health. <b>2:</b> Recognizes the value of good health balance.</p>	<p><b>K-2(E):</b> Physical activity for health</p>
<p><b>Suggested Activities:</b> <i>Five for Life</i> curriculum; <i>Healthy Futures</i> Program (<a href="http://healthyfuturesak.org">http://healthyfuturesak.org</a>); Play Everyday Campaign (<a href="http://dhss.alaska.gov/dph/PlayEveryDay">http://dhss.alaska.gov/dph/PlayEveryDay</a>); NFL's <i>Fuel Up to Play 60</i> (<a href="http://www.fueluptoplay60.com">www.fueluptoplay60.com</a>); Alliance for a Healthier Generation (<a href="http://www.healthiergeneration.org">www.healthiergeneration.org</a>); whiteboard talks on health topics; <i>Jump Rope for Heart</i> (<a href="http://www.heart.org">www.heart.org</a>); Let's Move! Active Schools (<a href="http://www.letsmoveschools.org">www.letsmoveschools.org</a>); hold school-wide events or breaks that stress the importance of being physically active.</p> <p><b>Progression:</b> Discuss when introducing <i>Healthy Futures</i>, touch on the subject throughout the year during applicable times.</p>		
<p><b>S5.E2 Challenge</b> <b>GLEs:</b> PE.F.5-7</p>	<p><b>K:</b> Acknowledges that some physical activities are challenging/difficult. <b>1:</b> Recognizes that challenge in physical activities can lead to success. <b>2:</b> Compares physical activities that build confidence and provide challenge.</p>	<p><b>K-2(E):</b> Physical activity for challenge</p>

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STANDARD 5	K-2 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities:</b> Cooperative games; problem-solving challenges; design activities that have a challenge for student success. Debrief after these types of activities, asking questions like “What was hard/easy about that task or game?” “How did your team/group solve the challenge?” “Is it ok to struggle?” “How does it feel when you accomplish something that took a lot of work?”</p> <p><b>Progression:</b> Have students share examples of something new they recently tried for the first time. Was it easy right away? Sometimes we have to really work at something and have persistence and later it becomes easy for us. Try not to overwhelm the beginning learner by adding too much difficulty too quickly.</p>		
<p><b>S5.E3 Self-Expression/Enjoyment</b></p> <p><b>GLEs:</b> PE.F.3-4</p>	<p><b>K:</b> Identifies physical activities that are enjoyable. [K.a]  <b>K:</b> Discuss the enjoyment of playing with friends. [K.b]  <b>1:</b> Describes positive feelings that result from participating in physical activities. [1.a]  <b>1:</b> Discuss personal reasons (i.e., why?) for enjoying physical activities. [1.b]  <b>2:</b> Identifies and discusses physical activities that provide enjoyment and/or self-expression.</p>	<p><b>K-2(E):</b> Physical activity for self-expression, enjoyment</p>
<p><b>Suggested Activities:</b> This can go hand in hand with the <i>Healthy Futures</i> program (<a href="http://healthyfuturesak.org">http://healthyfuturesak.org</a>) when students share what activities they have been doing for exercise and why they enjoy those activities. Have students draw a picture illustrating a favorite physical activity and why they enjoy it. Give examples of all the varying physical activities a person can do for enjoyment. (Do we all have the same favorite thing? Why not? Is your favorite activity played individually or with others?)</p> <p><b>Progression:</b> Discuss throughout the year.</p>		
<p><b>S5.E4 Social Interaction</b></p> <p><b>GLEs:</b> PE.E.3</p>	<p><b>K-2:</b> Demonstrates socially acceptable conflict resolution skills.</p>	<p><b>K-2(E):</b> Physical activity for social interaction</p>
<p><b>Suggested Activities/Courses:</b> <i>Wheel of Choice</i> poster; <i>Life Skills</i> lesson (usually delivered by the school counselor); <i>Peaceful Playgrounds</i> (<a href="http://peacefulplaygrounds.com/physical-activity-in-schools">http://peacefulplaygrounds.com/physical-activity-in-schools</a>); cooperative games; practice at working with lots of different classmates during partner or group activities.</p> <p><b>Progression:</b> Introduce at the beginning of the year, be consistent throughout the year, and use as problems arise.</p>		

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STANDARD 5	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S5.E1 Health</b></p> <p><b>GLEs:</b> HL.A.1-2, 6; HL.C.2, 4-5</p>	<p><b>3:</b> Discusses the relationship between physical activity and good health.</p> <p><b>4:</b> Examines the health benefits of participating in physical activity.</p> <p><b>5:</b> Compares the health benefits of participation in selected physical activities.</p>	<p><b>3-5 E:</b> Physical activity for health</p>
<p><b>Suggested Activities/Courses:</b> Students create a poster/flyer promoting the benefits of fitness; <i>Five for Life</i> curriculum (brief whiteboard talks after warmup to examine/compare health benefits of various physical activities).</p> <p><b>Progression:</b> Review the health benefits of physical activity with every new activity throughout the year.</p>		
<p><b>S5.E2 Challenge</b></p> <p><b>GLEs:</b> PE.F.1, 3</p>	<p><b>3:</b> Discusses the challenge that comes from learning a new physical activity.</p> <p><b>4:</b> Rates the enjoyment of participating in challenging and mastered physical activities.</p> <p><b>5:</b> Analyzes the personal benefits to participating in an activity that is challenging.</p>	<p><b>3-5 (E):</b> Physical activity for challenge</p>
<p><b>Suggested Activities/Courses:</b> Cooperative games; problem-solving challenges; design activities that have a challenge for student success. Debrief after these type of activities, asking questions like “What was hard/easy about that task or game?” “How did your team/group solve the challenge?” “Is it ok to struggle?” “How does it feel when you accomplish something that took a lot of work?”</p> <p><b>Progression:</b> Discuss throughout the year at appropriate times.</p>		
<p><b>S5.E3 Self-Expression/ Enjoyment</b></p> <p><b>GLEs:</b> PE.F.2</p>	<p><b>3:</b> Reflects on the reasons for enjoying selected physical activities.</p> <p><b>4:</b> Ranks the enjoyment of participating in different physical activities.</p> <p><b>5:</b> Analyzes the personal benefits to participating in an activity that is enjoyable.</p>	<p><b>3-4 (E):</b> Physical activity for self-expression, enjoyment</p>

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STANDARD 5	3-5 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities/Courses:</b> Create posters expressing why physical activity is beneficial and fun. Allow students time to share with peers their most enjoyable activities.</p> <p><b>Progression:</b> Ongoing throughout the year.</p>		
<p><b>S5.E4 Social Interaction</b></p> <p><b>GLEs:</b> PE.F.2</p>	<p><b>3:</b> Describes the positive social interactions that come when engaged with others in physical activity.</p> <p><b>4:</b> Describes and compares the positive social interactions when engaged in partner, small group, and large group physical activities.</p> <p><b>5:</b> Analyzes the positive impact of verbal and non-verbal encouragement in physical activity.</p>	<p><b>3-5(E):</b> Physical activity for social interaction</p>
<p><b>Suggested Activities/Courses:</b> Cooperative games that require groups of various sizes.</p> <p><b>Progression:</b> Discuss during applicable situations throughout the year.</p>		

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