

Arizona 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.

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.

The following terms are used throughout the standards:

- **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.

K-5 Outcomes

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 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 1	K-2 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Locomotor</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S1.E1 Locomotor <i>Hopping, skipping, jumping, galloping, sliding, leaping</i>	K - Performs locomotor skills (hopping, galloping, running, sliding, skipping, jumping) while maintaining balance. 1 – Hops, gallops, jogs and slides using a mature pattern. 2 – Skips using a mature pattern.	K E: hopping, galloping, running, sliding, skipping, jumping 1 E: leaping, skipping 1 M: hopping, galloping, sliding, 2 M: skipping 2 A: hopping, galloping, sliding
S1.E2 Locomotor <i>Running</i>	K-1 – Emerging Outcomes first appear in Grade 2. 2- Runs with a mature pattern.	K-1: N/A 2 M: running
S1.E3 Locomotor <i>Jumping & Landing, Horizontal S1.E3.K-2.a</i> <i>Jumping & Landing, Vertical S1.E3.K-2.b</i>	K – Jumps and lands with balance. 1 – Demonstrates 2 of 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs and landings. 2- Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of take-offs and landings (2.a) 2- Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane (2.b)	K-2 E: jumping and landing K-2 E: jump rope

Standard 1	K-2 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Locomotor (continued)		E= Emerging, M= Maturing, A= Applying
S1.E4 Locomotor <i>Dancing</i>	K – Performs locomotor skills in response to teacher-led creative dance. 1 – Combines locomotor and nonlocomotor skills in a teacher-led designed dance. 2- Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms	K-2 E: Uses emerging dance patterns and rhythmic activity for locomotor and nonlocomotor skills.
S1.E5 Locomotor <i>Movement Combinations</i>	K-2 - Emerging Outcomes first appear in grade 3.	N/A
Non-Locomotor		
S1.E6 Non-Locomotor <i>Balance (S1.E6.K-2.a)</i> <i>Inverted Balance (S1.E6.K-2.b)</i>	K – Maintains momentary stillness on bases of support.(K.a) K - Forms wide, curled, and twisted body shapes.(K.b) 1 – Maintains stillness on different bases of support with different body shapes. 2 - Balances on different bases of support, combining levels and shapes (2.a) 2 - Balances in an inverted position with stillness and supportive base (2.b)	K-2 E: balance
S1.E7 Non-Locomotor <i>Weight Transfer (S1.E7.K-2.a)</i> <i>Rolling (S1.E7.K-2.b)</i>	K- Emerging Outcomes first appear in Grade 1. (K.a) 1 – Transfers weight from one body part to another in self-space in dance and gymnastics environments(1.a) K - Rolls sideways in a narrow body shape (K.b) 1 - 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)	K-2 E: rolling 2 E: weight transfer, combining balance and weight transfer

Standard 1	K-2 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Nonlocomotor (continued)		E= Emerging, M= Maturing, A= Applying
S1.E8 Non-Locomotor <i>Curling & Stretching; Twisting & Bending (S1.E8.K-2.a)</i> <i>Crossing the mid-line (S1.E8.K-2.b)</i>	K – Contrasts the actions of curling and stretching. 1 – Demonstrates twisting, curling, bending & stretching actions. 2 - Differentiates among twisting, curling, bending, and stretching. (2.a) 2 - Performs various activities that involve crossing the mid-line. (2.b)	K-1 E: curling and stretching 1 E: twisting and bending 2 M: curling and stretching, twisting and bending
S1.E9 Non-Locomotor <i>Movement Combinations</i>	K – 1-Emerging Outcomes first appear in Grade 2. 2 - Combines balances and transfers into a three-part sequence, i.e., dance or gymnastics.	K-1: N/A 2 E: balances and transfers
Manipulatives		
S1.E10 Manipulatives <i>Underhand throw</i>	K – Opposite foot forward. 1 – Demonstrates 2 of the 5 critical elements of mature pattern. 2 - Throws underhand using a mature pattern.	K-1 E: underhand throw 2 M: underhand throw
S1.E11 Manipulatives <i>Overhand throw</i>	K-1- Emerging Outcomes first appear in Grade 2. 2 - Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.	K-2 E: overhand throw

Standard 1	K-2 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)		E= Emerging, M= Maturing, A= Applying
S1.E12 Manipulatives <i>Catching</i>	K – Drops a ball and catches it before it bounces twice. Catches a large ball tossed by a skilled thrower. 1 – Catches a soft object from a self-toss before it bounces. 2 - Catches various sizes of balls self-tossed or tossed by a skilled thrower. 2 - Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	K-2 E: catching
S1.E13 Manipulatives <i>Stationary dribbling/ball control with hands (S1.E13.K-2.a)</i> <i>Moving while dribbling/ball control with hands (S1.E13.K-2.b)</i>	K – Dribbles a ball using with 1 hand, attempting the second contact. 1 – Dribbles continuously in self-space using the preferred hand. 2 - Dribbles in self-space with preferred hand demonstrating a mature pattern. (2.a) 2 - Dribbles using preferred hand while in general space. (2.b)	K-2 E: dribbling with hands
S1.E14 Manipulatives <i>Dribbling/ball control with feet</i>	K – Taps a ball using the inside of the foot, sending it forward. 1 – Taps or dribbles a ball using the inside of the foot while walking in general space. 2 - Dribbles with feet in general space with control of ball and body.	K-2 E: dribbling with feet
S1.E15 Manipulatives <i>Passing and receiving with feet</i>	Emerging Outcomes first appear in Grade 4.	N/A

Standard 1	K-2 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S1.E16 Manipulatives <i>Dribbling in Combination</i>	Emerging Outcomes first appear in Grade 4.	N/A
S1.E17 Manipulatives <i>Kicking</i>	K – Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of mature kicking pattern. 1 – Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. 2 - Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.	K-2 E: kicking
S1.E18 Manipulatives <i>Volley, Underhand</i>	K – Volleys a light weight object (balloon), sending it upward. 1 – Volleys an object with an open palm, sending it upward. 2- Volleys an object upward with consecutive hits.	K-2 E: underhand volley
S1.E19 Manipulatives <i>Volley, Overhead</i>	Emerging Outcomes first appear in Grade 4.	N/A
S1.E20 Manipulatives <i>Striking, Short Implement</i>	K – Strikes a light weight object with a paddle or short-handled racket. 1 – Strikes a ball with a short-handled implement, sending it upward. 2 - Strikes and object upward with a short-handled implement, using consecutive hits.	K-2 E: striking with short implement

Standard 1	K-2 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S1.E21 Manipulatives <i>Striking, Long Implement</i>	K-1 -Emerging Outcomes first appear in Grade 2. 2 - Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation.	K-1: N/A 2 E: striking with long implement
S1.E22 Manipulatives <i>Jumping short ropes (S1.E21.K-2.a)</i> <i>Jumping long ropes (S1.E21.K-2.b)</i>	K – Executes a single jump with self-turned rope. (K.a) K - Jumps a long rope with teacher-assisted turning. (K.b) 1 – Jumps forward and backward consecutively using a self-turned rope. (1.a) 1 - Jumps a long rope up to five times consecutively with teacher-assisted turning. (1.b) 2 - Jumps a self-turned (short) rope forward and backward with a mature form (2.a) 2 - Jumps a long rope consecutively with student and/or teacher turners (2.b)	K-2 E: jump rope

Standard 1	3-5 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Locomotor		E= Emerging, M= Maturing, A= Applying
<p>S1.E1 Locomotor <i>Mature Patterns (S1.E1.3-5.a)</i> <i>Manipulative Skills (S1.E1.3-5.b)</i> <i>Traveling with Manipulative Skills (S1.E1.3-5.c)</i> <i>Rhythmic (S1.E1.3-5.d)</i></p>	<p>3 – Leaps Using mature pattern. 4 – Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. 5 - Demonstrates mature patterns of locomotor skills in dynamic small-sided games, practice tasks, gymnastics and dance. (5.a) 5 - Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. (5.b) 5 - Combines traveling with manipulative skills for execution to a target. (5.c) 5 - Combines locomotor and non-locomotor skills to create rhythmic and gymnastics routines. (5.d)</p>	<p>3 M: leaping 4-5 E: Uses mature patterns for locomotor skills, manipulative skills, traveling with manipulative skills, and rhythmic movement.</p>
<p>S1.E2 Locomotor <i>Running</i></p>	<p>3 – Travels showing differentiation between sprinting and running. 4– Runs for distance using a mature pattern. 5 - Applies appropriate pacing for a variety of running distances.</p>	<p>3-5 A: running</p>
<p>S1.E3 Locomotor <i>Jumping and Landing, Horizontal and Vertical</i></p>	<p>3– Jumps and lands in the horizontal & vertical planes using a mature pattern. 4 – Uses spring-and-step takeoffs and landings in gymnastic based skills. 5 -Combines jumping and landing patterns with locomotors and manipulative skills in dance, educational gymnastics and small modified games and games environments.</p>	<p>3 M: jumping and landing 4 E: spring and step 4 A: jumping and landing 5 E: combines jumping, landing, locomotors and manipulatives 5 M: spring and step</p>

Standard 1	3-5 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Locomotor (continued)		E= Emerging, M= Maturing, A= Applying
S1.E4 Locomotor <i>Cultural Dance (S1.E4.3-5.a)</i> <i>Original Dance (S1.E4.3-5.b)</i> <i>Group Dance (S1.E4.3-5.c)</i>	3 – Performs teacher-selected and developmentally appropriate dance steps and movement pattern. 4 – Combines locomotor movement patterns and dance steps to create and perform an original dance. 5 - Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (5.a) 5 - Combines locomotor movement patterns and dance steps to create and perform an original dance. (5.b) 5 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, and time, flow) to create and perform a dance with a group. (5.c)	3-5 E: cultural dance, original dance, group dance
S1. E5 Locomotor <i>Combinations</i>	3 - Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. 4 - Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks and games.	3 E: locomotor combinations 4-5 E: combining locomotors and manipulatives
Non-Locomotor		
S1. E6 Non-Locomotor <i>Balance (S1.E6.3-6.a)</i> <i>Balance with Equipment (S1.E6.3-6.b)</i>	3 - Balances on different bases of support, demonstrating muscular tension and extension of free body parts. 4 - Balances on different bases of support on apparatus, demonstrating levels and shapes. 5 - Demonstrates a sequence of balance and weight transfer movements in gymnastics or dance sequence with a partner. (5.a) 5 - Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (5.b)	3-4 M: balance, balance with equipment 5 A: balance, balance with equipment

Standard 1	3-5 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Non-Locomotor		E= Emerging, M= Maturing, A= Applying
S1. E7 Non-Locomotor <i>Stability/Weight Transfer</i>	3– Transfers weight from feet to hands for momentary weight support. 4 – Transfer weight by rolling in a variety directions using different body shapes. 5 – Transfers weight from feet to hands, varying speed and using large extensions. (e.g., mule kick, handstand, cartwheel)	3-5 M: weight transfer
S1. E8 Non-Locomotor <i>Stability</i> <i>Curling, stretching</i> <i>Twisting and bending</i>	3 – Moves into and out of gymnastics balances with curling, twisting and stretching actions. 4 – Moves into and out of balances on apparatus with curling, twisting and stretching actions. 5 - Performs curling, twisting & stretching actions with correct application in dance, gymnastics, and small modified games in games environments.	3-4 M: curling and stretching, twisting and bending 5 A: curling and stretching, twisting and bending
S1. E9 Non-Locomotor <i>Combinations</i>	3 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. 4 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. 5 -Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.	3-5 E: non-locomotor combinations
Manipulatives		
S1. E10 Manipulatives <i>Underhand throw (S1.E10.3-5.a)</i> <i>Underhand throw at target (S1.E10.3-5.b)</i>	3 – Throws underhand to a partner or target with reasonable accuracy. 5 - Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. <i>(5.a)</i> 5 - Throws underhand to a large target with accuracy. <i>(5.b)</i>	3-5 M: underhand throw, underhand throw at target

Standard 1	3-5 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)		E= Emerging, M= Maturing, A= Applying
<p>S1.E11 Manipulatives <i>Overhand throw (S1.E11.3-5.a)</i> <i>Overhand throw at target (S1.E11.3-5.b)</i></p>	<p>3 – Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. 4 - Throws overhand using mature pattern in a non-dynamic environment (closed skills).(4.a) 4 - Throws overhand to a partner or at a target with accuracy at a reasonable distance. (4.b) 5 - Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (5.a) 5 - Throws overhand to large target with accuracy. (5.b)</p>	<p>3-4 E: overhand throw, overhand throw at target 5 M: overhand throw, overhand throw at target</p>
<p>S1. E12 Manipulatives <i>Passing with Hands (S1.E12.3-5.a)</i> <i>Passing with Hands Small Game (S1.E12.3-5.b)</i></p>	<p>3– Emerging outcomes first appear in Grade 4. 4 – Throws to a moving partner with reasonable accuracy in non-dynamic environment (closed skills). 5 - Throws with accuracy, both partners moving. (5.a) 5 - Throws with reasonable accuracy in dynamic, small modified games. (5.b)</p>	<p>3: N/A 4-5 E: passing with hands, passing with hands small game</p>
<p>S1. E13 Manipulatives <i>Catching (S1.E13.3-5.a)</i> <i>Catching while Moving (S1.E13.3-5.b)</i> <i>Catching Small Game (S1.E13.3-5.c)</i></p>	<p>3 – Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of mature pattern. 4 – 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). 5 - 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) 5 - Catches with accuracy, both partners moving. (5.b) 5 - Catches with reasonable accuracy in dynamic, small-sided games. (5.c)</p>	<p>3 E: catching 4 M: catching 5 A: catching, catching while moving, catching small game</p>

Standard 1	3-5 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)		E= Emerging, M= Maturing, A= Applying
S1. E14 Manipulatives <i>Dribbling/Ball Control with Hands (S1.E.14.3-5a)</i> <i>Dribbling with an Implement (S1.E.14.3-5b)</i>	3 – Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. 4 – Dribbles in self- space with both the preferred and non-preferred hand using a mature pattern. 4 - Dribbles in general space with control of ball and body while increasing and decreasing speed. 5 – Combines hand dribbling with other skills during 1v1 practice tasks. (5.a) 5 – Dribbling with an implement while showing change of direction, speed and control. (5.b)	3 E: dribbling with hands, dribbling with an implement 4 E: dribbling with an implement 4 M: dribbling with hands 5 M: dribbling with an implement 5 A: dribbling with hands
S1. E15 Manipulatives <i>Dribbling/ Ball Control with Feet</i>	3 – Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. 4 – Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. 5 – Combines foot dribbling with other skills in 1v1 practice tasks.	3-4 E: dribbling with feet 5 M: dribbling with feet
S1. E16 Manipulatives <i>Passing and Receiving with Feet (S1.E16.3-5.a)</i> <i>Receiving with Feet while Moving (S1.E16.3-5.b)</i>	3– Passes & receives ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. 4 – Passes & receives ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills). (4.a) 4 - Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (4.b) 5 - Passes with the feet using a mature pattern as both partners travel. (5.a) 5 - Receives a pass with the foot using a mature pattern as both partners travel. (5.b)	3-5 E: passing and receiving with feet 5 E: passing and receiving with feet while moving

Standard 1	3-5 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S1. E17 Manipulatives <i>Dribbling in Combination</i>	3 – Emerging outcomes first appear in Grade 4. 4 – Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). 5 –Dribbles with hands or feet with mature patterns in a variety of small-sided games.	3: N/A 4-5 E: dribbling in combination
S1. E18 Manipulatives <i>Kicking</i>	3 – 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. 4 – Kicks along the ground and in the air, and punts using mature patterns. 5 –Demonstrates mature patterns in kicking and punting in small-sided practice task environments.	3 E: kicking 4-5 M: kicking
S1. E19 Manipulatives <i>Volley, Underhand</i>	3 – Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. 4 – Volleys underhand using a mature pattern, in a dynamic environment using small modified games.	3 E: underhand volley 4 M: underhand volley 5 A: underhand volley

Standard 1	3-5 Outcomes	Performance Indicators
<p><i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S1.E20 Manipulatives <i>Volley, Overhead</i></p>	<p>3 – Emerging outcomes first appear in Grade 4. 4 – Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. 5 – Volleys a ball using a mature two-hand overhead pattern sending it upward to a target.</p>	<p>3: N/A 4-5 E: overhead volley</p>
<p>S1. E21 Manipulatives <i>Striking, Short Handled Implement</i></p>	<p>3– Strikes an object with a short-handled implement sending it forward over a low net or to a wall. (3.a) 3 - Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (3.b) 4 – Strikes an object with a short-handled implement while demonstrating a mature pattern. (4.a) 4 - Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (4.b) 5 – Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.</p>	<p>3 E: striking with short implement 4 M: striking with short implement 5 A: striking with short implement</p>

Standard 1	3-5 Outcomes	Performance Indicators
<p>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued) <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S1.E22 Manipulatives <i>Striking, Long Handled Implements (S1.E20.3-5.a)</i> <i>Striking, Long Handled Implements while Traveling (S1.E20.3-5.b)</i></p>	<p>3 – Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. 4 – Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis or badminton racket) while demonstrating 3 to 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). 5 - Strikes a pitched ball with a bat using a mature pattern. (5.a) 5 - 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>3-4 E: striking with long implement 5 M: striking with long implement, striking with long implement while traveling</p>
<p>S1.E23 Manipulatives <i>In Combination with Locomotor</i></p>	<p>3 – Emerging outcomes first appear in grade 4. 4 – Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small-sided practice-task environments. 5 - Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).</p>	<p>3: N/A 4-5 E: combining locomotors and manipulatives</p>

Standard 1	3-5 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i> <i>E= Emerging, M= Maturing, A= Applying</i>		
S1.E24 Manipulatives <i>Jumping Rope</i>	3 – Performs intermediate jump rope skills (e.g., a variety of tricks, running in & out of long rope) for both long and short ropes. 4 – Creates a jump rope routine with either a short or long rope. 5 – Creates a jump rope routine with a partner, using either a short or long rope.	3 M: jump rope 4-5 A: jump rope

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
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts E= Emerging, M= Maturing, A= Applying</i>		
<p>S2.E1 Movement Concepts <i>Space</i></p>	<p>K – Differentiates between movement in personal (self-space) and general space.(K.a) K - Moves in personal space to a rhythm. (K.b) 1 – Moves in self-space and general space in response to designated beats/rhythms. 2 - Combines locomotor skills in general and self-space to a rhythm.</p>	<p>K-2 E: movement concepts, space</p>
<p>S2.E2 Movement Concepts <i>Pathways, Shapes, Levels</i></p>	<p>K – Travels in three different pathways. 1 –Travels demonstrating a low, middle and high levels.(1.a) 1 - Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (1.b) 2 - Combines shapes, levels and pathways into simple travel, dance, and gymnastic sequences.</p>	<p>K-2 E: movement concepts, pathways, shapes, levels</p>

Standard 2	K-2 Outcomes	Performance Indicators
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts E= Emerging, M= Maturing, A= Applying</i>		
S2.E3 Movement Concepts <i>Speed, Force, Direction</i>	K – Travels in general space with different speeds. 1 – Differentiates between fast and slow speeds. (1.a) 1 - Differentiates between strong and light force. (1.b) 2 - Varies time and force with gradual increases and decreases.	K-2 E: movement concepts, speed, force, direction
S2.E4 Movement Concepts <i>Alignment, Muscular Tension</i>	Emerging Outcomes first appear in Grade 3.	N/A

Standard 2	3-5 Outcomes	Performance Indicators
<p><i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S2.E1 Movement Concepts <i>Open Spaces (S2.E1.3-5.a)</i> <i>Closing Spaces (S2.E1.3-5.b)</i> <i>Boundaries (S2.E1.3-5.c)</i></p>	<p>3 – Recognizes the concept of open spaces in a movement context. 4 – Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (4.a) 4 - Applies the concept of closing spaces in small sided practices. (4.b) 4 - Dribbles in general space with changes in direction and speed. (4.c) 5 - Applies the concept of open spaces to combination skills involving locomotor and non locomotor movements for small groups. (5.a) 5 - Applies the concept of closing spaces in small sided practices. (5.b) 5 - Identify boundaries and apply knowledge to small games. (5.c)</p>	<p>3 E: movement concepts, open spaces 4-5 M: movement concepts, open spaces, closing spaces, boundaries</p>
<p>S2.E2 Movement Concepts <i>Pathways, Shapes, Levels</i></p>	<p>3 – Recognizes locomotor skills specific to a wide variety of physical activities. 4 – Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. 5 - Combines movement concepts with skills in small sided practice tasks in game environments, gymnastics and dance with self-direction.</p>	<p>3-5 E: movement concepts, pathways, shapes, levels</p>

Standard 2	3-5 Outcomes	Performance Indicators
<p><i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts (cont.)</i> E= Emerging, M= Maturing, A= Applying</p>		
<p>S2.E3 Movement Concepts <i>Game Situations (S2.E3.3-5.a)</i> <i>Direction and Force (S2.E3.3-5.b)</i> <i>Modified Situations (S2.E3.3-5.c)</i></p>	<p>3 – Combined movement concepts (direction, levels, force, time) with skills as directed by the teacher. 4 – Applies movement concepts of speed, endurance and pacing for running. (4.a) 4 - Applies the concept of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (4.b) 5 - Applies movement concepts to strategy in game situations. (5.a) 5 - Applies the concept of direction and force to strike an object with a long handled implement. (5.b) 5 - Analyze movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small sided practice tasks in game environments, dance and gymnastics (5.c).</p>	<p>3-5 E: movement concepts, game situations, direction and force, modified situations</p>
<p>S2.E4 Movement Concepts <i>Alignment and Muscular Tension (S2.E4.3-5.a)</i> <i>Movement (S2.E4.3-5.b)</i></p>	<p>3 – Employs the concept of alignment in gymnastics and dance. (3.a) 3 - Employs the concept of muscular tension with balance in gymnastics and dance. (3.b) 4 – Applies skill. 5 - Applies skills of alignment in all forms of movement. (5.a) 5 - Employs the concept of muscular tension with balance in all forms of movement. (5.b)</p>	<p>3-5 E: movement concepts, alignment and muscular tension, movement</p>

Standard 2	3-5 Outcomes	Performance Indicators
<p><i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts (cont.)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S2.E5 Movement Concepts <i>Invasion Strategies/Tactics (S2.E5.3-5.a)</i> <i>Net/Wall Strategies/Tactics (S2.E5.3-5.b)</i> <i>Game and Sport Situations (S2.E5.3-5.c)</i></p>	<p>3 – Applies simple strategies & tactics in chasing activities. (a) 3 - Applies simple strategies in fleeing activities. (b) 4 – Applies simple offensive strategies & tactics in chasing & fleeing activities. (a) 4 - Applies simple defensive strategies & tactics in chasing & fleeing activities. (b) 4 - Recognizes the type of kicks needed for different games and sports situations. (c) 5 - Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks.(5.a) 5 - Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. (5.b) 5 - Recognizes the type of throw, volley or striking action needed for different games and sports situations. (5.c)</p>	<p>3-5 E: movement concepts, strategies and tactics</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 cardio vascular 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><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.E1 Physical Activity Knowledge</p>	<p>K – Identifies active play opportunities outside physical education class. 1 – Discuss the benefits of being active and/or playing. 2 - Describes large motor and/or manipulative physical activities for participation outside of physical education class. (e.g., before and after school, at home, at the park, with friends, with family).</p>	<p>K-2 E: physical activity knowledge</p>
<p><i>Engages in Physical Activity</i></p>		
<p>S3.E2 Engages in Physical Activity</p>	<p>K – Actively participates in physical education class. 1 – Actively engages in physical education class. 2 - Actively engages in physical education class in response to instruction and practice.</p>	<p>K-2 E: engages in physical activity</p>

Standard 3	K-2 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.E3 Fitness Knowledge</p>	<p>K – Recognizes that when you move fast, your heart beats faster and you breathe faster. 1 – Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity. 2 - Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity.</p>	<p>K-2 E: fitness knowledge</p>
<p>S3.E4 Fitness Knowledge <i>Health-Related Fitness Components/ Resistance (S3.E3.K-2.a)</i> <i>Health-Related Fitness Components (S3.E3.K-2.b)</i></p>	<p>2 - Uses own body resistance for developing strength (2.a) 2 - Identifies physical activities that contribute to health-related fitness (2.b)</p>	<p>K-1: N/A 2 E: health related fitness components</p>
<p>S3.E5 Skill-Related Fitness Components</p>	<p>K-2 – Emerging outcomes first appear in Grade 3.</p>	<p>K-2: N/A</p>
<p><i>Assessment and Program Planning</i></p>		
<p>S3.E6 Assessment and Program Planning</p>	<p>K-2 – Emerging outcomes first appear in Grade 3.</p>	<p>K-2: N/A</p>
<p><i>Nutrition</i></p>		
<p>S3.E7 Nutrition</p>	<p>K – Recognizes that food provides energy for physical activity. 1 – Differentiates between healthy and unhealthy foods. 2 - Recognizes the good health balance of nutrition and physical activity.</p>	<p>K-2 E: nutrition</p>

Standard 3	3-5 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.E1 Physical Activity Knowledge</p>	<p>3 – Charts participation in physical activities outside physical education class. (3.a) 3 - Identifies physical activity benefits as a way to become healthier. (3.b) 4 – Analyzes opportunities for participating in physical activity outside physical education class. 5 - Charts and analyzes physical activity outside physical education class for fitness benefits of activities.</p>	<p>3-4 E: physical activity knowledge 5 M: physical activity knowledge</p>
<p><i>Engages in Physical Activity</i></p>		
<p>S3.E2 Engages in Physical Activity</p>	<p>3 – Engages in the activities of physical education class with minimal teacher prompting. 4 – Actively engages in the activities of physical education class, both teacher-directed and independent. 5 - Actively engages in all the activities of physical education.</p>	<p>3-4 E: engages in physical activity during physical education class time 5 M: engages in moderate to vigorous physical activity at least 50% of physical education class time</p>
<p><i>Fitness Knowledge</i></p>		
<p>S3.E3 Fitness Knowledge <i>Heart Health</i></p>	<p>3 – Describes the concept of fitness and provides examples of heart rate evaluation methods. 4 – Identifies the components of health-related fitness. 4 - Evaluate heart rate during exercise utilizing methods such as manual, pulse checking, perceived exertion index or heart rate monitors.</p>	<p>3-4 E: fitness knowledge, heart health 5 M: fitness knowledge, heart health</p>

Standard 3	3-5 Outcomes	Performance Indicators
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (continued)</i> <i>E= Emerging, M= Maturing, A= Applying</i>		
S3.E4 Fitness Knowledge <i>Health Related Fitness (S3.E4.3-5.a)</i> <i>Warm-Up/Cool Down (S3.E4.3-5.b)</i> <i>FITT Principle (S3.E4.3-5.c)</i> <i>Muscle Identification (S3.E4.3-5.d)</i> <i>Muscular/Skeletal Movement (S3.E4.3-5.e)</i>	3 – Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. 4 – Demonstrates warm-up & cool-down relative to cardiorespiratory fitness assessment. 5 - List, define, and demonstrates the five components of health related fitness. (5.a) 5 - Identifies the need for warm-up & cool-down relative to various physical activities. (5.b) 5 - Identify and apply FITT to a fitness plan (frequency, intensity, time, type). (5.c) 5 - Identify major muscles. (5.d) 5 - Experience how the muscular and skeletal systems work together to allow movement. (5.e)	3-4 E: fitness knowledge 5 M: fitness knowledge
S3.E5 Fitness Knowledge <i>Skill-Related</i>	Identifies the six components of skill related fitness (agility, balance, coordination, speed, reaction time, power).	3-5 E: skill related fitness knowledge

Standard 3	3-5 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Assessment and Program Planning</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.E6 Assessment and Program Planning <i>Analyzes Fitness Assessment/Components (S3.E6.3-5.a)</i> <i>Fitness Assessment (S3.E6.3-5.b)</i> <i>FITT Strategies (S3.E6.3-5.c)</i></p>	<p>3 – Demonstrates, with teacher direction, the health-related fitness components. 4 – Completes fitness assessments (pre & post). (4.a) 4 - Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (4.b) 5 - Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (5.a) 5 - Perform a nationally recognized, criterion references, health related fitness assessment that includes muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition. (5.b) 5 - Identify strategies for progress in fitness areas using FITT strategies. (5.c)</p>	<p>3-4 E: fitness assessment, program planning 5 M: fitness assessment, program planning</p>
<p>Nutrition</p>		
<p>S3.E7 Nutrition</p>	<p>3 – Identifies foods that are beneficial for before and after physical activity. 4 – Discusses the importance of hydration and hydration choices relative to physical activities. 5 - Analyzes the impact of food choices relative to physical activity, youth sports & personal health.</p>	<p>3-5 E: nutrition</p>

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
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S4.E1 Personal Responsibility <i>Equipment and Space (S4.E1.K-2.a)</i> <i>Rules and Parameters (S4.E1.K-2.b)</i>	K – Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). <i>(K.a)</i> K – Acknowledges responsibility for behavior when prompted. <i>(K.b)</i> 1 – Follows the rules & parameters of the learning environment. 2 - Accepts personal responsibility by using equipment and space appropriately with minimal teacher prompting. <i>(2.a)</i> 2 - Accepts responsibilities by following the rules and parameters of the learning environment. <i>(2.b)</i>	K-2 E: demonstrating personal responsibility
<i>Accepting Feedback</i>		
S4.E2 Accepting Feedback	K – Follows instruction/directions when prompted. 1 – Responds appropriately to general feedback from the teacher. 2 - Accepts and responds appropriately to specific corrective feedback from the teacher.	K-2 E: accepting feedback

Standard 4	K-2 Outcomes	Performance Indicators
Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Working with Others		E= Emerging, M= Maturing, A= Applying
S4.E3 Working with Others <i>Class Environments (S4.E3.K-2.a)</i> <i>Diverse Populations (S4.E3.K-2.b)</i>	K – Shares equipment and space with others. 1 - Works independently with others in a variety of class environments (e.g., partners, small group & large groups). 2 – Works independently with others in partner environments (2.a) 2 - Actively participates with classmates without regard to personal differences. (2.b)	K-3 E: working with others
Rules and Fair Play		
S4.E4 Rules and Fair Play	K – Recognizes the established protocols for class activities. 1 – Exhibits the established protocols for class activities. 2 - Recognizes the role of rules and fair play in teacher designed physical activities.	K-2 E: following rules, fair play
Safety		
S4.E5 Safety <i>Personal Safety (S4.E5.K-2.a)</i> <i>Equipment Safety (S4.E5.K-2.b)</i>	K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders. 1 – Follows teacher directions for safe participation and proper use of equipment without teacher reminders. 2 - Works independently and safely in physical education. (2.a) 2 - Work safely with physical education equipment. (2.b)	K-1 E: safety 2 M: safety
S4.E6 Safety <i>Sun Safety (S4.E6.K-2.a)</i> <i>Aquatic Safety (S4.E6.K-2.b)</i>	2- Recognizes sun safe practices (2.a) 2- Recognizes aquatic safety practices (2.b)	K-1: N/A 2 E: sun safety, aquatic safety

Standard 4	3-5 Outcomes	Performance Indicators
Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility		E= Emerging, M= Maturing, A= Applying
S4.E1 Personal Responsibility	3– Exhibits personal responsibility in teacher-directed activities. 4 – Exhibits responsible behavior in independent group situations. 5 - Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).	3-5 M: personal responsibility
Accepting Feedback		
S4.E2 Accepting Feedback	3 – Accepts and implements specific corrective feedback from the teacher. 4 – Listens respectfully to corrective feedback from others (e.g., peers, adults). 5 - Gives and receives corrective feedback respectfully to peers and adults.	3-5 M: accepting feedback
Working with Others		
S4.E3 Working with Others <i>Praises Others (S4.E3.3-5.a)</i> <i>Accepts Others (S4.E3.3-5.b)</i>	3 – Works cooperatively with others. (3.a) Praises others for their success in movement performance. (3.b) 4 – Praises the movement performance of others both more and less-skilled. (4.a) Accepts players of all skill levels into the physical activity. (4.b) Praises the movement performance of others both more and less-skilled. (5.a) Accepts players of all skill levels into the physical activity. (5.b)	3-5 M: working with others

Standard 4	3-5 Outcomes	Performance Indicators
Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Rules and Fair Play		E= Emerging, M= Maturing, A= Applying
S4.E4 Rules and Fair Play	3 – Recognizes the role of rules and etiquette in physical activity with peers. 4 – Exhibits etiquette and adherence to rules in a variety of physical activities. 5 - Assesses adherence to rules, etiquette, and fair play of various games and activities.	3-4 E: following rules, fair play 5 M: following rules, fair play
Safety		
S4.E5 Safety	3– Works independently and safely in physical activity settings. 4 – Works safely with peers and equipment in physical activity settings. 5 - Applies safety principles with age-appropriate physical activities.	3-4 M: safety 5 A: safety
S4.E6 Safety <i>Sun Safety (S4.E6.3-5.a)</i> <i>Aquatic Safety (S4.E6.3-5.b)</i>	Apply sun safe practices. <i>(5.a)</i> Identify appropriate water safety practices. <i>(5.b)</i>	3-5 M: sun safety, aquatic safety

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, 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 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 5	K-2 Outcomes	Performance Indicators
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health E= Emerging, M= Maturing, A= Applying</i>		
S5.E1 Health	K – Recognizes that physical activity is important for good health. 1 – Identifies physical activity as a component of good health. 2 – Recognizes the value of good health balance.	K-2 E: physical activity for health
Challenge		
S5.E2 Challenge	K – Acknowledges that some physical activities are challenging/ difficult. 1 – Recognizes that challenge in physical activities can lead to success. 2 - Compares physical activities that build confidence and provide challenge.	K-2 E: physical activity for challenge

Standard 5	K-2 Outcomes	Performance Indicators
<p><i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Self-Expression/ Enjoyment</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p><i>S5.E3</i> <i>Self-Expression/Enjoyment</i></p>	<p>K – Identifies physical activities that are enjoyable. (K.a) K - Discuss the enjoyment of playing with friends. (K.b) 1 – Describes positive feelings that result from participating in physical activities. (1.a) 1 - Discuss personal reasons (i.e., the “why”) for enjoying physical activities. (1.b) 2 - Identifies and discusses physical activities that provide enjoyment and/or self-expression.</p>	<p>K-2 E: physical activity for self-expression, enjoyment</p>
<p><i>Social Interaction</i></p>		
<p><i>S5.E4</i> <i>Social Interaction</i></p>	<p>Demonstrates socially acceptable conflict resolution skills.</p>	<p>K-2 E: physical activity for social interaction</p>

Standard 5	3-5 Outcomes	Performance Indicators
Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health E= Emerging, M= Maturing, A= Applying		
S5.E1 Health	3– Discusses the relationship between physical activity and good health. 4 – Examines the health benefits of participating in physical activity. 5 - Compares the health benefits of participation in selected physical activities.	3-5 E: physical activity for health
Challenge		
S5.E2 Challenge	3 – Discusses the challenge that comes from learning a new physical activity. 4 – Rates the enjoyment of participating in challenging and mastered physical activities. 5 - Analyzes the personal benefits to participating in an activity that is challenging.	3-5 E: physical activity for challenge
Self-Expression/Enjoyment		
S5.E3 Self-Expression/Enjoyment	3 – Reflects on the reasons for enjoying selected physical activities. 4 – Ranks the enjoyment of participating in different physical activities. 5 - Analyzes the personal benefits to participating in an activity that is enjoyable.	3-4 E: physical activity for self-expression, enjoyment
Social Interaction		
S5.E4 Social Interaction	3– Describes the positive social interactions that come when engaged with others in physical activity. 4 – Describes & compares the positive social interactions when engaged in partner, small group and large group physical activities. 5 - Analyzes the positive impact of verbal and non-verbal encouragement in physical activity.	3-5 E: physical activity for social interaction