

By the end of Grade 5, the learner will demonstrate proficiency-competency in fundamental motor skills and selected combinations of skills; use basic movement concepts; in ~~individual or small group activities~~ rhythmic activity/dance, gymnastics and ~~small-sided practice tasks~~; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of a physically active lifestyle. ~~\*\*Swimming skills and water safety activities should be taught if facilities permit.~~

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Standard Rule/purpose for change
<b>Standard 1: The physically literate individual demonstrates proficiency-competency in a variety of motor skills and movement patterns.</b>							
<b>S1.E1 Locomotor</b>  Hopping Gallop Running Sliding Skipping Leaping	Performs <del>each of the</del> locomotor skills, (hopping, galloping, running, sliding, skipping)-while maintaining balance. (S1.E1.K)	Hops, gallops, runs and slides using a mature pattern. (S1.E1.1)	Skips using a mature pattern. (S1.E1.2)	Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of <del>activities, small-sided practice tasks, dance and educational gymnastics-experiences.</del> (S1.E1.4)	Demonstrates mature patterns of locomotor skills in dynamic <del>activities</del> . <del>small-sided practice-tasks, gymnastics and dance-</del> (S1.E1.5a)	#1/- made standards more broad for teacher discretion, aligned to general fitness rather than one activity or sport
						Combines locomotor and manipulative skills in a variety of <del>activities, small-sided practice-tasks/games-environments-</del> (S1.E1.5b)	#1 made standards more broad for teacher discretion
						Combines traveling with manipulative <del>skills</del> for execution <del>to a sport specific target or non-sport specific outcome, such as scoring in soccer or completing an obstacle course, for execution to a target such as, but not limited to, (e.g., sports-specific, scoring in soccer, hockey and basketball and non-sports specific, obstacle courses,...</del> (S1.E1.5c)	#1/#3- made standards more broad for teacher discretion
<b>S1.E2 Locomotor</b>  Running: Jog vs Sprint	<del>Developmentally appropriate/emerging outcomes first appear in</del> <b>Grade 2</b>	<del>Developmentally appropriate/emerging outcomes first appear in</del> <b>Grade 2</b>	Runs with a mature pattern. (S1.E2.2a)	Travels showing differentiation between <del>sprinting</del> and running <del>speeds.</del> (S1.E2.3)	Runs for distance using a mature pattern. (S1.E2.4)	Uses appropriate pacing for a variety of running distances. (S1.E2.5)	#2- alignment of skills in grade levels

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			Travels showing differentiation between jogging and sprinting. (S1.E2.2b)				
<b>S1.E3 Locomotor</b>  Jumping and Landing: <i>Horizontal</i> <i>vertical</i>	Performs jumping/landing actions with balance. (S1.E3.K)	Demonstrates two of the five critical elements for jumping and landing in a horizontal <b>and vertical</b> plane using two-foot take-offs and landings. (S1.E3.1)	Demonstrates four of the five critical elements for jumping and landing in a horizontal <b>and vertical</b> plane using a variety of one- and two-foot take-offs and landings. Two feet must be used in either take-off or landing. (S1.E3.2)	Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3)	<del>Adjusts</del> Uses spring and step-takeoffs and landings <b>to specific activities.</b> specific to gymnastics. (S1.E3.4)	Combines jumping and landing patterns with locomotors and manipulative skills. in dance, gymnastics and small-sided practice tasks/games-environments. (S1.E3.5)	#1/#3- combined vertical and horizontal outcomes
<b>S1.E4 Locomotor</b>  Jumping and Landing: <i>Vertical</i>		<del>Demonstrates two of the five critical elements for jumping and landing in a vertical plane. (S1.E4.1)</del>	<del>Demonstrates four of the five critical elements for jumping and landing in a vertical plane. (S1.E4.2)</del>				Combined with #3
<b>S1.E5 Locomotor</b>  Rhythmic Activity/Dance	Performs locomotor skills in response to teacher-led creative rhythmic activity/dance. (S1.E5.K)	Combines locomotor and non-locomotor skills in a teacher designed rhythmic activity/dance. (S1.E5.1)	Performs a teacher/ <del>or</del> student designed rhythmic activity/dance with correct response to simple rhythms. (S1.E5.2)	Performs teacher selected and developmentally appropriate rhythmic activity/dance steps and movement patterns. (S1.E5.3)	Combines locomotor movement patterns and <del>dance steps</del> to create and perform an original rhythmic activity/dance. (S1.E5.4)	Combines <del>locomotor skills with correct rhythm and movement</del> patterns to perform cultural relevant activities as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)	#1- change in skill; dance is included in rhythmic activity but not the other way

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<b>S1.E6 Locomotor</b>  Combinations	Developmentally appropriate/ emerging outcomes first appear in Grade 3	Developmentally appropriate/ emerging outcomes first appear in Grade 3	Developmentally appropriate/ emerging outcomes first appear in Grade 3	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation. (S1.E6.3)	Combines traveling with a variety of manipulative skills. of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided- practice tasks.(S1.E6.4)	Applies skill. Combines <b>Varies</b> traveling <b>speeds and directions in</b> <b>combination</b> with manipulative skills <b>to achieve a specific</b> <b>outcome.</b> of dribbling, throwing, catching and striking in teacher- and/or student-designed small- sided practice tasks at various speeds . (S1.E6.5)	#1 Identifies/adds key knowledge and skills students should demonstrate by the end of the year.
<b>S1.E7 Non-locomotor* (Stability)</b>  Balance	Maintains momentary stillness on different bases of support. (S1.E7.Ka)	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	Balances on different bases of support, combining levels and shapes. (S1.E7.2a)	Balances on different bases of support, demonstrating muscle tension and extensions of free body parts. (S1.E7.3)	Balances on different bases of support on apparatus*, demonstrating levels and shapes.(S1.E7.4)	Combines balance and transferring weight in a <b>movement</b> gymnastics- sequence or dance with a partner. (S1.E7.5)	#1 Identifies/adds key knowledge and skills students should demonstrate by the end of the year.
<b>S1.E7 Non-locomotor* (Stability)</b>  Balance	Forms wide, narrow, curled and twisted body shapes. (S1.E7.Kb)		Balances in an inverted position with stillness and supportive base. (S1.E7.2b)				
<b>S1.E8 Non-locomotor* (Stability)</b>  Weight Transfer	Developmentally appropriate/ emerging outcomes first appear in Grade 1	Transfers weight from one body part to another in self space in dance and gymnastics- environments. (S1.E8.1)	Transfers weight from feet to different body parts/bases of support for balances and/or travel. (S1.E8.2)	Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	Transfers weight from feet to hands varying speed and using large extensions (e.g., such as, mule kick, handstand, or cartwheel). (S1.E8.4)	<b>Transfers weight and maintains</b> <b>balance with a partner.</b> <del>Transfers weight in gymnastics-</del> <del>and dance environments.</del> (S1.E8.5)	#1- added skill and #3 clarify language for consistency.
<b>S1.E9 Non-locomotor* (Stability)</b>  Weight Transfer by Rolling	Rolls sideways in a narrow body shape. (S1.E9.K)	Rolls with either a narrow or curled body shape. (S1.E9.1)	Rolls in different directions with either a narrow or curled body shape and regains vertical posture. (S1.E9.2)	Applies skills.	Applies skills.	Applies skills.	No changes
<b>S1.E10 Non-locomotor* (Stability)</b>  Curling and Stretching; Twisting and Bending	Contrasts the actions of curling and stretching. (S1.E10.K)	Demonstrates twisting, curling, bending and stretching actions. (S1.E10.1)	Differentiates among twisting, curling, bending and stretching actions. (S1.E10.2)	Moves into and out of <del>gymnastics</del> -balances with curling, twisting and stretching actions. (S1.E10.3)	Moves into and out of balances on apparatus* with curling, twisting and stretching actions. (S1.E10.4)	Performs curling, twisting and stretching actions with correct application in <b>various activities.</b> <del>dance, gymnastics and small-</del> <del>sided practice tasks in game-</del> <del>environments.</del> (S1.E10.5)	#1 clarifies skills

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<b>S1.E11 Non-locomotor</b> Combinations			Combines balances and transfers into a three-part sequence (e.g., dance, gymnastics). (S1.E11.2)	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create a sequence. and perform a dance. (S1.E11.3)	Combines locomotor and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance sequence with a partner. (S1.E11.4)	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance sequence with a group. (S1.E11.5)	#1 Identifies/adds key knowledge and skills students should demonstrate by the end of the year.
	Developmentally appropriate/ emerging outcomes first appear in Grade 2	Developmentally appropriate/ emerging outcomes first appear in Grade 2					
<b>S1.E12 Non-locomotor</b> Balance and Weight Transfers				Combines balance and weight transfers with movement concepts to create and perform a movement pattern. (S1.E12.3)	Combines traveling with balance and weight transfers to create a movement sequence with and without equipment or apparatus. (S1.E12.4)	Combines actions, balances and weight transfers to create a movement sequence with a partner on equipment or apparatus. (S1.E12.5)	No changes
	Developmentally appropriate/ emerging outcomes first appear in Grade 3	Developmentally appropriate/ emerging outcomes first appear in Grade 3	Developmentally appropriate/ emerging outcomes first appear in Grade 3				
<b>S1.E13 Manipulative</b> Underhand Throw	Throws underhand with opposite foot forward. (S1.E13.K)	Throws underhand, demonstrating two of the five critical elements of a mature pattern. (S1.E13.1)	Throws underhand using a mature pattern. (S1.E13.2)	Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)	Applies skill.  Throws underhand to a partner or target with reasonable force and accuracy. (S1.E13.4)	Throws (underhand and overhand) using a mature pattern in non-dynamic environments, with different sizes and types of objects. (S1.E13.5a)	#1 Identifies/adds key knowledge and skills students should demonstrate by the end of the year.
						Throws (both underhand and overhand) to a large target with accuracy. (S1.E13.5b)	
<b>S1.E14 Manipulative</b> Overhand Throw	Developmentally appropriate/ emerging outcomes first appear in Grade 2	Developmentally appropriate/ emerging outcomes first appear in Grade 2	Throws overhand demonstrating two of the five critical elements of a mature pattern. (S1.E14.2)	Throws overhand, demonstrating three of the five critical elements of a mature pattern, in nondynamic environments, for distance and/or force. (S1.E14.3)	Throws overhand using a mature pattern in nondynamic environments. (S1.E14.4a)	Applies skills.  Throws overhand using a mature pattern in non-dynamic environments, with different sizes and types of objects. (S1.E14.5a)	Separated overhand and underhand throwing to align to outcome
						Throws overhand to a large target with accuracy. (S1.E14.5b)	
<b>S1.E15 Manipulative</b> Passing With Hands to a moving target	Developmentally appropriate/ emerging outcomes first appear in Grade 4	Developmentally appropriate/ emerging outcomes first appear in Grade 4	Developmentally appropriate/ emerging outcomes first appear in Grade 4	Developmentally appropriate/ emerging outcomes first appear in Grade 4	Throws to a moving partner with reasonable accuracy in a non-dynamic environment. (S1.E15.4)	Throws with accuracy, both partners moving. (S1.E15.5a)	#1 Identifies/adds key knowledge and skills students should demonstrate by the end of the year.

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						Throws with reasonable accuracy in dynamic <b>activities</b> , <del>small-sided practice tasks.</del> (S1.E15.5b)	#3- clear up language
<b>S1.E16 Manipulative</b> Catching	Drops a ball and catches* it before it bounces twice. (S1.E16.Ka)	Catches* a soft object from a self toss before it bounces. (S1.E16.1a)	<del>Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.</del> (S1.E16.2) Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern.	<del>Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern.</del> (S1.E16.3) Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a nondynamic environment.	Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a nondynamic environment. (S1.E16.4)	Catches a batted ball above the head, at chest/waist level and along the ground using a mature pattern in a non-dynamic environment. (S1.E16.5a)	moved standards down to earlier grade levels and added in dynamic catcher.
	Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)  *K and 1 catch includes cradling/trapping.	Catches various sizes of balls self tossed/tossed by a skilled thrower. (S1.E16.1b)  *K and 1 catch includes cradling/trapping.				Catches with reasonable accuracy in one-on-one practice tasks. (S1.E16.5b)	
						Catches with consistent control with both partners moving in dynamic <b>activities</b> <del>small-sided practice tasks.</del> (S1.E16.5c)	#3- Clarifies language
<b>S1.E17 Manipulative</b> Dribbling/Ball Control With Hands	Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)	Dribbles continuously in self-space using <b>two of the five critical elements for dribbling</b> , the dominant hand. (S1.E17.1)	Dribbles in self space with dominant hand demonstrating a mature pattern. (S1.E17.2a)	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. (S1.E17.3)	Dribbles in self space with both the dominant and the nondominant hand using a mature pattern. (S1.E17.4a)	Combines hand dribbling with other skills <b>while</b> during moving. (S1.E17.5)	#1- skill specific, adding in critical elements
			Dribbles using the dominant hand while walking in general space. (S1.E17.2b)		Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)		
<b>S1.E18 Manipulative</b> Dribbling/Ball Control With Feet	Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)	Taps/dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)	Dribbles with the feet in general space with control of ball and body. (S1.E18.2)	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)	Dribbles with the feet <b>while changing speed and/or direction</b> in general space with control of ball and body. <del>while increasing and decreasing speed.</del> (S1.E18.4)	Combines foot dribbling with other skills in one-on-one practice tasks. (S1.E18.5)	#1 Identifies/adds key knowledge and skills students should demonstrate by the end of the year.

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<b>S1.E19 Manipulative</b> Passing and Receiving With Feet	Developmentally appropriate/ emerging outcomes first appear in Grade 3	Developmentally appropriate/ emerging outcomes first appear in Grade 3	Developmentally appropriate/ emerging outcomes first appear in Grade 3	Receives and passes a ball with the inside of the foot to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3)	Receives and passes a ball with the <b>outsides</b> and insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.4b) <b>4a *Turned into 4a</b>	Passes with the feet, using a mature pattern, as both partners travel. (S1.E19.5a)	#1 Identifies/adds key knowledge and skills students should demonstrate by the end of the year.
					Receives and passes a ball with the insides of the feet to a <b>moving partner</b> in a nondynamic environment. (S1.E19.4a) <b>4b</b> <b>*turned into 4b</b>	Receives a pass with the feet, using a mature pattern, as both partners travel. (S1.E19.5b)	
<b>S1.E20 Manipulative</b> Dribbling In Combination with feet	Developmentally appropriate/ emerging outcomes first appear in Grade 4	Developmentally appropriate/ emerging outcomes first appear in Grade 4	Developmentally appropriate/ emerging outcomes first appear in Grade 4	Developmentally appropriate/ emerging outcomes first appear in Grade 4	Dribbles with hands or feet in combination with other skills. (e.g., passing, receiving, shooting). (S1.E20.4)	Dribbles with hands or feet with mature patterns in a variety of <b>activities</b> small-sided game forms. (S1.E20.5)	#2 connects learning to previous grades
<b>S1.E21 Manipulative</b> Kicking	Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.K)	Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature pattern. (S1.E21.1)	Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of a mature pattern. (S1.E21.2)	Uses a continuous running approach <b>to control the flight</b> <b>and intentionally performs a kick</b> <b>of a ball or object</b> along the ground <b>and/or</b> a kick in the air, demonstrating four of the five critical elements of a mature pattern for each. (S1.E21.3a)	<b>Control the flight of a ball or</b> <b>object</b> Kicks along the ground and/or in the air, and punts using mature patterns. (S1.E21.4)	Demonstrates mature patterns in kicking and punting in <b>a</b> <b>variety of activities</b> . <del>small-sided</del> <del>practice task environments</del> . (S1.E21.5)	#1- consistency with language to cause for more flexibility
				Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)			
<b>S1.E22 Manipulative</b> Volley Underhand/Overhead	Volleys a lightweight object <b>such</b> <b>as a</b> balloon, sending it upward. (S1.E22.K)	Volleys an object with an open palm, sending it upward. (S1.E22.1)	Volleys an object upward with consecutive hits. (S1.E22.2)	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 three of the five critical elements of a mature pattern. (S1.E22.3)	Strikes/volleys with a two-hand overhead pattern, sending a ball upward while demonstrating four of the five critical elements of a mature pattern. (S1.E23.4)	Strikes/volleys a ball using a two hand overhead pattern, sending it upward to a target. (S1.E23.5)	Strike

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<b>S1.E23 Manipulative</b>  <b>Volley Overhead</b>  <b>SD: Deleted Integrated into S1.E22</b>							
<b>S1.E24 Manipulative</b>  Striking, Short Implement	Strikes a lightweight object with a paddle or short-handled implement. (S1.E24.K)	Strikes a ball with a short-handled implement, sending it in <del>a variety of directions</del> <b>an intended</b> a variety of directions . (S1.E24.1)	Strikes an object in <del>a variety of directions</del> <b>an intended</b> with a short-handled implement, using consecutive hits. (S1.E24.2)	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)	Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)	#3 Clarifies language
				Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern. (S1.E24.3b)	Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)		
<b>S1.E25 Manipulative</b>  Striking, Short Implement	<del>Developmentally appropriate/ emerging outcomes first appear in Grade 2</del>	<del>Developmentally appropriate/ emerging outcomes first appear in Grade 2</del>	Strikes an object off a tee or cone with an implement, using correct grip and side orientation/proper body orientation. (S1.E25.2)	Strikes an object with a long-handled implement, sending it forward, while using proper grip for the implement, <del>such as, a pool noodle, (e.g., hockey stick, bat, or golf club).</del> <b>such as, a pool noodle, (e.g., hockey stick, bat, or golf club).</b> (S1.E25.3)	Strikes an object with a long-handled implement <del>such as, a pool noodle, (e.g., hockey stick, bat, or golf club)</del> while demonstrating three of the five critical elements of a mature pattern for the implement. (S1.E25.4)	Strikes an <del>underhand/overhand tossed pitched</del> <b>underhand/overhand tossed pitched</b> ball with a bat using a mature pattern. (S1.E25.5a)	#1- Add in type of toss, #3- add in examples
						Combines striking with a long implement <del>such as, a (e.g., bat or hockey stick.)</del> <b>such as, a (e.g., bat or hockey stick.)</b> with receiving and traveling skills in a small-sided game. (S1.E25.5b)	
S1.E26 Manipulative  In Combination With Locomotor SD: Deleted Due to redundancy to S1.E16							





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<b>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.</b>							
<b>S2.E1 Movement Concepts/Motor Planning</b>  Space Location Direction Extensions	Differentiates between movement in <b>personal and general</b> space/location, direction, and extensions. (S2.E1.Ka)	Moves in self space and general space in response to <b>instruction or</b> designated rhythms/beats. (S2.E1.1a)	Combines locomotor skills in general space <b>as instructed or</b> to a rhythm/beat. (S2.E1.2a)	Recognizes the concept of open spaces in a movement context. (S2.E1.3a)	Applies skill concepts <b>of open</b> in spaces to combination skills involving traveling <b>such as</b> , dribbling and traveling). (S2.E1.4a)	Combines spatial concepts with locomotor and non-locomotor movements for small groups, <b>in a variety of activities</b> (e.g., gymnastics, dance and game environments). (S2.E1.5)	#1- addition of detail in skills and knowledge for students
	Moves in personal space to a rhythm/beat. (S2.E1.Kb)	<b>Moves to a location or in a direction in response to instruction</b> (S2.E1.1b)	<b>Moves appropriately to a location or in a direction in response to instruction.</b> (S2.E1.2b)	<b>Recognizes the concept of closed spaces in a movement context.</b> (S2.E1.3b)	Applies the concept of closing spaces <b>in a variety of activities such as inhibiting a student's movement to the goal.</b> <del>small-sided practice tasks.</del> (S2.E1.4b)		
					Dribbles in general space with <b>purposeful</b> changes in direction and speed. (S2.E1.4c)		
<b>S2.E2 Movement Concepts/Motor Planning</b>  Pathways <b>and</b> Levels	Travels in three different pathways. (S2.E2.K)	Travels in different levels <b>and</b> or pathways. (S2.E2.1a)	Combines levels and pathways into simple travel <b>rhythmic activities.</b> <del>dance and gymnastics sequences.</del> (S2.E2.2)	Utilizes levels and pathways during locomotor skills specific to a wide variety of <b>dynamic physical activities.</b> (S2.E2.3)	Combines movement concepts with skills in <b>dynamic</b> <del>small-sided practice physical activities.</del> (S2.E2.4)	Combines movement concepts with skills in a variety of <b>dynamic physical activities.</b> (S2.E2.5)	#3- consistency in language
		Travels <del>demonstrating a variety of relationships with objects</del> <b>such as,</b> (e.g., over, under, around, <b>or</b> through). (S2.E2.1b)					
<b>S2.E3 Effort Concepts</b>  Time Force Flow	Travels in space with time, force, and flow. (S2.E3.K)	Differentiates between fast and slow speeds. (S2.E3.1a)	Varies time and force with gradual increases and decreases. (S2.E3.2)	Combines movement concepts with effort concepts. (S2.E3.3)	Applies the movement concepts with effort concepts and locomotor or manipulative concepts. (S2.E3.4a)	Applies movement and effort concepts to <b>improve</b> strategy in <del>game activities.</del> situations. (S2.E3.5a)	#3 Clarifies language

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		Differentiates between strong and light force. (S2.E3.1b)			Applies effort concepts when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b)	Applies effort concepts to strike an object with a long-handled implement. (S2.E3.5b)	
						Analyzes movement situations and applies effort concepts in <del>dynamic</del> , <del>small-sided practice-task/game environments</del> and rhythmic activity <del>activities</del> /dance and gymnastics. (S2.E3.5c)	
<b>"S2.E4 Alignment and Muscular Tension</b>  <b>SD: Deleted S2.E4 Alignment and Muscular Tension</b>  <b>Renamed it: Relationship Concept "</b>							
<b>S2.E4 Relationship Concepts</b>  Self People Objects	Demonstrates traveling in proximity <del>of to-self,</del> to other people, <del>or</del> and other-objects safely. (S2.E4.K)	Demonstrates relationship concepts in movement patterns. (S2.E4.1)	Utilizes relationship concepts in small groups. (S2.E4.2)	Utilizes relationship concepts in large groups. (S2.E4.3)	Applies simply strategies/tactics to relationship concepts in <del>dynamic</del> small-sided physical-activities. (S2.E4.4)	Applies relationship concepts to strategies/tactics in <del>dynamic</del> complex physical-activities. (S2.E4.5)	#3 Clarifies language
		Travels demonstrating a variety of relationships with objects <del>such as, (e.g., over, under, around,</del> <del>or</del> through); (S2.E2.1b)	<del>Responds to teacher directed integration of relationships with objects. (S2.E4.2b)</del>	<del>Integrates movement concepts with relationship to objects into simple travel activities (S2.E4.3b)</del>	<del>Integrates movement concepts with relationship to objects into dynamic activities (S2.E4.4b)</del>	<del>Integrates movement concepts with relationship to objects into a variety of dynamic activate (S2.E4.5b)</del>	#1 adds key knowledge and skills students should demonstrate by the end of the year.

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<b>S2.E5 Movements Concepts</b>  <b>Strategies and Tactics</b>  <b>SD: Added and imbedded S2.E5 into S2.E3</b>							
<b>S2.E6 Fitness Principles</b> (FITT Formula = Frequency, Intensity, Time, Type)	Recognizes technology* or other resources that affect fitness. (S2.E6.K)	Identifies technology or other resource components that increase or decrease fitness. (S2.E6.1)	Utilizes technology or other resources to enhance experiences in fitness (S2.E6.2)	Acknowledges technology or other resources <b>that</b> can be utilized to gather information about fitness. (S2.E6.3)	Uses technology or other resources to recognize different levels of fitness. (S2.E6.4)	Applies technology or other resources which can be used to determine the FITT principle. (S2.E6.5)	#3- clarified language
<b>S2.E7</b>  Overarching Principles Skill-related Health-related Fitness-related	Introduced to some of the principles of fitness. (S2.E7.K)	Experiences each principle of fitness. (S2.E7.1)	Recognizes each of the fitness types with teacher -prompting (S2.E7.2)	Identifies each of the fitness types with teacher -prompting (S2.E7.3)	Self-identifies each type of fitness. (S2.E7.4)	Applies type of fitness for a chosen outcome. (S2.E7.5)	#1 and #2 New Skills added to align to middle school expectations

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Standard Rule/purpose for change
<b>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>							
<b>S3.E1 Physical Activity Knowledge</b>	Identifies active play opportunities outside physical education class. (S3.E1.K)	Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)	Describes large motor and/or manipulative physical activities for participation outside physical education class <del>such as, (e.g., before and after school, at home, at the park, with friends, with the family).</del> (S3.E1.2)	Identifies physical activity benefits as a way to become healthier. (S3.E1.3)	Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)	<del>Track</del> Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)	#3- clarify language from chart to track
<b>S3.E2 Engages In Physical Activity</b>	Participates in physical education class in response to instruction and practice. (S3.E2.K)	Actively participates in physical education class in response to instruction and practice. (S3.E2.1)	Actively engages in physical education class in response to instruction and practice. (S3.E2.2)	<del>Actively e</del> Engages in the activities of physical education class with teacher guidance. (S3.E2.3)	Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)	Actively engages in all the activities of physical education. (S3.E2.5)	#3 Clarifies language
<b>S3.E3 Fitness Knowledge</b>	Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)	Identifies the heart as a muscle that grows stronger with exercise/play and physical activity. (Se.E3.1)	Uses own body as resistance <del>for developing strength, such as, (e.g., holds body in plank position; and animal walks.) for developing strength.</del> (S3.E3.2a)	Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)	Identifies the components of health-related fitness. (S3.E3.4)	Differentiates between skill related and health related fitness. (S3.E3.5)	#3 Clarifies language
			Identifies physical activities that contribute to fitness. (S3.E3.2b)				
<b>S3.E4 Fitness Knowledge</b>	<del>Developmentally appropriate/ emerging outcomes first appear in Grade 3</del>	<del>Developmentally appropriate/ emerging outcomes first appear in Grade 3</del>	<del>Developmentally appropriate/ emerging outcomes first appear in Grade 3</del>	Recognizes the <del>benefits and performs importance of</del> warm-up and cooldown relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up and cooldown relative to the cardiorespiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up and cool-down relative to various physical activities. (S3.E4.5)	#3 Clarifies language
<b>S3.E5 Assessment and Program Planning</b>	<del>Developmentally appropriate/ emerging outcomes first appear in Grade 3</del>	<del>Developmentally appropriate/ emerging outcomes first appear in Grade 3</del>	<del>Developmentally appropriate/ emerging outcomes first appear in Grade 3</del>	Demonstrates, with teacher direction, the health, <del>skill and FITT related fitness principles</del> components. (S3.E5.3)	Completes <del>pre and post</del> fitness assessments ( <del>pre and post</del> ). (S3.E5.4a)	Analyzes results of <del>pre and post</del> fitness assessments ( <del>pre and post</del> ), comparing results to fitness components for good health. (S3.E5.5a)	#3- Added clarity to outcome
					Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	Designs a fitness plan, with teacher assistance, to address ways to use physical activity to enhance fitness. (S3.E5.5b)	
<b>S3.E6 Nutrition</b>	Recognizes that food provides energy for physical activity. (S3.E6.K)	Differentiates between healthy and unhealthy foods. (S3.E6.1)	Recognizes the “good health balance” of good nutrition with physical activity. (S3.E6.2)	Identifies foods that are beneficial for <del>pre and post</del> physical activity. (S3.E6.3)	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.E6.5)	#3 Clarifies language

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Standard Rule/purpose for change
<b>S3.E7 Stress Management</b>	Developmentally appropriate/ emerging outcomes first appear in Grade 3	Developmentally appropriate/ emerging outcomes first appear in Grade 3	Developmentally appropriate/ emerging outcomes first appear in Grade 3	Identify what stress is. (S3.E7.3)	Discuss what types of situations cause stress. (S3.E7.4)	Analyze the impact that stress has on the brain and the body. (S3.E7.5)	#2- Alignment of standards

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Standard Rule/purpose for change
<b>Standard 4: The physically literate individual exhibits responsible personal, and social, and emotional behavior that respects self, others, and environment.</b>							
<b>S4.E1 Personal Responsibility</b>	Follows directions in group settings <b>such as</b> , (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Practices skills with minimal teacher prompting. (S4.E1.2)	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Exhibits responsible behavior in independent group situations. (S4.E1.4)	Engages in physical activity with responsible interpersonal behavior <b>such as</b> , (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)	#3- clarifying language
<b>S4.E2 Personal Responsibility: Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity.</b>	Acknowledges responsibility for behavior when prompted. (S4.E2.Ka)	Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.1a)	Participates independently for extended periods of time. (S4.E2.2a)	Reflects on personal social <b>and emotional</b> behavior in physical activity. (S4.E2.3a)	Resolves conflicts in a socially acceptable manner. (S4.E2.4a)	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)	#3- add emotional to align with standard
	Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.Kb)	Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.1b)	Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.2b)	Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.3b)	Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.4b)	Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.5b)	
<b>S4.E3 Accepting Feedback</b>	Listens respectfully to general feedback from the teacher. (S4.E3.K)	Responds appropriately to general feedback from the teacher. (S4.E3.1)	Accepts specific corrective feedback from the teacher. (S4.E3.2)	Accepts and implements specific corrective teacher feedback. (S4.E3.3)	Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Gives <b>and receives</b> corrective feedback respectfully to <b>and from</b> peers. (S4.E3.5)	#1 add skill of receiving feedback
<b>S3.E4 Fitness Knowledge</b>	<b>Developmentally appropriate/ emerging outcomes first appear in Grade 3</b>	<b>Developmentally appropriate/ emerging outcomes first appear in Grade 3</b>	<b>Developmentally appropriate/ emerging outcomes first appear in Grade 3</b>	Recognizes the <b>benefits and performs</b> importance of warm-up and cooldown relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up and cooldown relative to the cardiorespiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up and cool-down relative to various physical activities. (S3.E4.5)	
<b>S4.E4 Working With Others: Recognizes and understands individual uniqueness and diversity.</b>	Shares equipment and space with others. (S4.E4.Ka)	Works independently with others in partner environments. (S4.E4.1a)	Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.2a)	Works cooperatively with others. (S4.E4.3a)	Praises <b>and accepts</b> the movement performance of <b>others in all skill levels into physical activities</b> . <del>others both more and less skilled.</del> (S4.E4.4a)	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5a)	#1- added skills and combined outcomes
	Recognizes and understands individual uniqueness and diversity. (S4.E4.Kb)	Recognizes and understands individual uniqueness and diversity. (S4.E4.1b)	Recognizes and understands individual uniqueness and diversity. (S4.E4.2b)	Praises others for their success in movement performance. (S4.E4.3b)	Accepts <b>peers</b> "players" of all skill levels into the physical activity. (S4.E4.4b)	Recognizes and understands individual uniqueness and diversity. (S4.E4.5b)	

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Standard Rule/purpose for change
				Recognizes and understands individual uniqueness and diversity. (S4.E4.3c)	Recognizes and understands individual uniqueness and diversity. (S4.E4.4c)		
<b>S4.E4 Working With Others:</b> <b>Recognizes and understands individual uniqueness and diversity.</b>	Shares equipment and space with others. (S4.E4.Ka)	Works independently with others in partner environments. (S4.E4.1a)	Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.2a)	Works cooperatively with others. (S4.E4.3a)	Praises <b>and accepts</b> the movement performance of <b>others in all skill levels into physical activities.</b> <del>others both more and less skilled.</del> (S4.E4.4a)	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5a)	#1- added skills and combined outcomes
	Recognizes and understands individual uniqueness and diversity. (S4.E4.Kb)	Recognizes and understands individual uniqueness and diversity. (S4.E4.1b)	Recognizes and understands individual uniqueness and diversity. (S4.E4.2b)	Praises others for their success in movement performance. (S4.E4.3b)	Accepts <del>peers</del> "players" of all skill levels into the physical activity. (S4.E4.4b)	Recognizes and understands individual uniqueness and diversity. (S4.E4.5b)	
<b>S4.E6 Safety</b>	Follows teacher directions for safe participation and proper use of equipment with teacher reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment with <b>minimal</b> teacher reminders. (S4.E6.1)	Works independently and safely with equipment with teacher reminders. (S4.E6.2)	Works <del>independently and safely</del> <b>with peers and with</b> equipment <b>in physical activity settings</b> with minimal teacher reminders. (S4.E6.3)	Works safely with peers and equipment in physical activity settings. (S4.E6.4)	Applies safety principles with age appropriate physical activities. (S4.E6.5)	#1 adds key knowledge and skills students should demonstrate by the end of the year.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Standard Rule/purpose for change
<b>Standard 5: The physically literate individual recognizes the lifelong value of physical activity for health and wellness, enjoyment, challenge, self-expression, employment opportunities and social interaction.</b>							
<b>S5.E1 Health: Health contributes to both physical health and healthy brain function</b>	Recognizes that physical activity is important for a good health healthy lifestyle and for brain health. (S5.E1.K)	Identifies physical activity as a component of good health a healthy lifestyle and for brain health. (S5.E1.1)	Recognizes and values of the balance between physical activity and nutrition for good health balance. a healthy lifestyle and for brain health. (S5.E1.2)	Discusses the relationship between physical activity, healthy lifestyle, and brain health. (S5.E1.3)	Examines the health benefits of participating in physical activity. (S5.E1.4)	Compares the health benefits of participating in a variety of various physical activities. (S5.E1.5)	#3 Clarifies language
<b>S5.E2 Challenge</b>	Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)	Recognizes that challenges and/or difficulties in physical activities can lead to success. (S5.E2.1)	Compares physical activities that bring confidence and challenge. (S5.E2.2.)	Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Recognizes the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)	Expresses (e.g., written essay, visual art, dance) the enjoyment and/or challenge of participating in a favorite physical activity, such as, through visual cues, writing, or other self-expression. (S5.E2.5)	#3- clarity of language
<b>S5.E3 Self Expression/ Enjoyment</b>	Identifies physical activities that are enjoyable. (S5.E3.Ka)	Describes positive feelings that result from participating in physical activities. (S5.E3.1a)	Identifies physical activities that provide self-expression, such as, (e.g., dance, gymnastics- rhythmic movement routines or various dynamic activities practice tasks in games- environment). (S5.E3.2)	Recognizes the enjoyment of participating in different physical activities. Reflects on the reasons for enjoying various physical activities. (S5.E3.3)	Reflects on the reasons for enjoying various physical activities. Recognizes the enjoyment of participating in different physical activities. (S5.E3.4)	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)	#1- adds key knowledge and skills students should demonstrate by the end of the year.
	Demonstrates the enjoyment of playing with friends. (S5.E3.Kb)	Discusses personal reasons for enjoying physical activities. (S5.E3.1b)	#3	#2- Alignment of outcomes in grade levels			
<b>S5.E4 Social Interaction</b>	Reflects on Recalls the positive social interactions that come when engaged with others in physical activity (S5.E4.K)	Recognizes the positive social interactions that come when engaged with others in physical activity. (S5.E4.1)	Identifies the positive social interactions that come when engaged with others in physical activity. (S5.E4.2)	Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Describes the social benefits gained from participating in school, extra-curricular, and community physical activities (e.g., recess, youth sport). (S5.E4.5)	#3 Clarifies language