

Grades 3-5

Develops a variety of motor skills: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey. 1

A Performs by combining locomotor and non-locomotor skills into movement patterns.

- 3.1 Performs a sequence of movements (e.g., dance, gymnastics, jump rope, cardio drumming) with 1.3.1
- 4.1 Performs a movement sequence comprised of both basic and intermediate skills (e.g., dance, 1.4.1
- 5.1 Performs a movement sequence comprised of both basic and intermediate skills (e.g., dance, 1.5.1
- 3.2 Demonstrates proper form and control when jumping and landing with two feet. 1.3.2
- 4.2 Demonstrates a jump (e.g., tuck, pike, straddle, turns) using proper form and control when landing 1.4.2
- 5.2 Demonstrates a jump (e.g., tuck, pike, straddle, turns) using proper form and control when landing 1.5.2
- 3.3 Balances on different bases of support on apparatus (e.g., mat, balance beam, vault box), 1.3.3
- 4.3 Combines balance and weight transfer skills in a movement sequence. 1.4.3
- 5.3 Combines balance and transferring weight with movement skills in gymnastics or dance 1.5.3
- 3.4 Performs teacher-selected and developmentally appropriate dance steps and movement 1.3.4
- 4.4 Combines locomotor movement patterns and dance steps to create and perform a dance. 1.4.4
- 5.4 Combines skills in dances with correct rhythm and pattern. 1.5.4
- 3.5 Demonstrates rolling with the body and balancing on different body parts. 1.3.5
- 4.5 Demonstrates transferring weight from feet to hands and hands to feet. 1.4.5
- 5.5 Combines jumping/landing, rolling, balancing, and transfer of weight from feet to hands. 1.5.5

B Applies the critical elements of fundamental manipulative skills in a variety of physical activities.

- 3.6 Performs a variety of individual (footwork skills) and long jump rope skills (cold start and turning) 1.3.6

- 4.6 Performs a variety of individual (footwork and arm action skills) and long jump rope skills (cold) 1.4.6
- 5.6 Performs a variety of individual (footwork and arm action skills or tricks of choice) and long jump 1.5.6
- 3.7 Demonstrates underhand throwing (i.e., face the target, arm back, step in opposition and bend, 1.3.7
- 4.7 Demonstrates underhand throwing (i.e., face the target, arm back, step in opposition and bend, 1.4.7
- 5.7 Demonstrates underhand throwing (i.e., face the target, arm back, step in opposition and bend, 1.5.7
- 3.8 Demonstrates striking an object with both short- and long-handled implements at various levels in 1.3.8
- 4.8 Demonstrates striking an object with both short- and long-handled implements at various levels 1.4.8
- 5.8 Demonstrates striking an object with both short- and long-handled implements at various levels in 1.5.8
- 3.9 Catches a variety of objects using critical elements. 1.3.9
- 4.9 Catches an object two-handed during a game or game-like situation using critical elements. 1.4.9
- 5.9 Catches an object with an implement (e.g., glove, scoop) using critical elements in a small-sided game. 1.5.9
- 3.10 Demonstrates striking an object with hands at various levels in self-space. 1.3.10
- 4.10 Demonstrates striking an object with hands at various levels with a partner. 1.4.10
- 5.10 Demonstrates striking an object with hands at various levels in a small-sided game. 1.5.10
- 3.11 Kicks a stationary ball to a target using the instep. 1.3.11
- 4.11 Kicks a ball to a partner using the instep (i.e., passing) while moving. 1.4.11
- 5.11 Receives the ball and kicks using the instep to pass or shoot in small-sided games. 1.5.11
- 3.12 Dribbles a ball with preferred hand in self-space and general space. 1.3.12
- 4.12 Dribbles a ball with both hands in general space. 1.4.12
- 5.12 Dribbles a ball with alternating hands in a small-sided game. 1.5.12
- 3.13 Dribbles a ball with both feet in self-space and general space. 1.3.13
- 4.13 Dribbles a ball with both feet in general space. 1.4.13
- 5.13 Dribbles a ball with both the inside and outside of the feet in a small-sided game. 1.5.13
- 3.14 Demonstrates safety skills in community activities, including water safety and cycling/wheeled 1.3.14

- 4.14 Demonstrates safety skills in community activities, including water safety and cycling/wheeled 1.4.14
 - 5.14 Demonstrates safety skills in community activities, including water safety and cycling/wheeled skills. 1.5.14
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Applies knowledge related to movement and fitness concepts: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of healthrelated and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey. 2

A Demonstrates and applies basic principles, tactics, and strategies in movement.

- 3.1 Identifies the choices to make (e.g., shoot, pass, dribble) to score a goal or point. 2.3.1
 - 4.1 Identifies open space in a dynamic environment with proximity to the ball or teammate in smallsided games. 2.4.1
 - 5.1 Selects correct decision when presented with a tactical problem to score (e.g., ball possession, 2.5.1
 - 3.2 Recognizes offensive vs. defensive situations. 2.3.2
 - 4.2 Identifies areas of space to defend in a dynamic environment with proximity to the ball or 2.4.2
 - 5.2 Demonstrates defensive positioning relative to a goal or opponent in small-sided games. 2.5.2
 - 3.3 Recognizes ways to solve a problem when presented with a task. 2.3.3
 - 4.3 Identifies ways to solve a problem when presented with a task. 2.4.3
 - 5.3 Communicates and collaborates on ways to solve a problem when presented with a task. 2.5.3
 - 3.4 Explains how practice improves performance. 2.3.4
 - 4.4 Explains how to improve performance of a movement or skill. 2.4.4
 - 5.4 Suggests ways to improve skill or movement performance of a peer. 2.5.4
 - 3.5 Identifies water and cycling/wheeled safety skills and unique risks of each environment. 2.3.5
 - 4.5 Identifies water and cycling/wheeled safety skills and unique risks of each environment. 2.4.5
 - 5.5 Identifies water and cycling/wheeled safety skills and unique risks of each environment. 2.5.5
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B Demonstrates knowledge by describing the critical elements for complex motor skills, fitness, sports/games performance activities, and movement forms.

- 3.6 Describes the critical elements of the manipulative skills (e.g., throw, catch, kick, strike) and 2.3.6
- 4.6 Identifies correct and incorrect aspects of skill performance using critical elements. 2.4.6
- 5.6 Applies critical elements to analyze and provide feedback on motor-skill performance of others. 2.5.6

- 3.7 Lists specific activities that could improve each health-related or skill-related fitness 2.3.7
- 4.7 Identifies specific activities to develop each health-related or skill-related fitness component. 2.4.7
- 5.7 Describes specific activities that could improve each health-related or skill-related fitness 2.5.7
- 3.8 Recognizes exercises and activities related to fitness components. 2.3.8
- 4.8 Analyzes different exercises and activities to improve one's fitness. 2.4.8
- 5.8 Lists exercises and activities to improve or maintain health-related fitness components. 2.5.8
- 3.9 Identifies the frequency and type of exercise in relationship to the FITT principle. 2.3.9
- 4.9 Defines intensity and time during exercise in relationship to the FITT principle. 2.4.9
- 5.9 Explains and defines the FITT principle. 2.5.9
- 3.10 Recognizes the importance of warm-up and cool-down activities. 2.3.10
- 4.10 Identifies warm-up and cool-down activities. 2.4.10
- 5.10 Creates and describes warm-up and cool-down activities. 2.5.10
- 3.11 Assesses heart rate during physical activity and exercise. 2.3.11
- 4.11 Interprets heart rate during physical activity and exercise to sustain a moderate to vigorous 2.4.11
- 5.11 Interprets heart rate during physical activity and exercise to determine appropriate level of 2.5.11
- 3.12 Identifies how physical activity increases heart rate and breathing, and how it stretches and 2.3.12
- 4.12 Describes how physical activity increases heart rate and breathing, and how it stretches and 2.4.12
- 5.12 Connects physiological changes during physical activity to fitness components (cardiorespiratory 2.5.12
- 3.13 Identifies two health benefits of physical activity. 2.3.13
- 4.13 Identifies three health benefits of physical activity. 2.4.13
- 5.13 Identifies multiple health benefits of physical activity. 2.5.13
- 3.14 Identifies technology tools that support physical activity goals. 2.3.14
- 4.14 Identifies technology tools that support physical activity goals. 2.4.14
- 5.14 Identifies technology tools that support physical activity goals. 2.5.14
- 3.15 Recognizes a variety of nutritious food and hydration choices from each food group that will 2.3.15
- 4.15 Identifies a variety of nutritious food and hydration choices from each food group that will help 2.4.15

5.15 Describes how food and hydration choices are important to physical activity.

2.5.15

Develops social skills through movement: Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings. 3

A Applies appropriate rules, procedures, etiquette, and safe practices in physical activity settings.

- 3.1 Negotiates roles and responsibilities in a physical activity. 3.3.1
- 4.1 Negotiates roles and responsibilities in a physical activity. 3.4.1
- 5.1 Negotiates roles and responsibilities in a physical activity. 3.5.1
- 3.2 Demonstrates safe and respectful behaviors that contribute to positive social interaction in group 3.3.2
- 4.2 Demonstrates safe and respectful behaviors that contribute to positive social interaction in group 3.4.2
- 5.2 Demonstrates safe and respectful behaviors that contribute to positive social interaction in group 3.5.2
- 3.3 Demonstrates safe behaviors independently and in small group settings with limited reminders. 3.3.3
- 4.3 Demonstrates safe behaviors independently and in small group settings with limited reminders. 3.4.3
- 5.3 Demonstrates safe behaviors independently and in small group settings with limited reminders. 3.5.3
- 3.4 Makes fair choices according to activity etiquette. 3.3.4
- 4.4 Makes fair choices according to activity etiquette. 3.4.4
- 5.4 Makes fair choices according to activity etiquette. 3.5.4

B Applies problem solving strategies and fosters global awareness.

- 3.5 Explains problem solving strategies independently, with partners, and in small groups. 3.3.5
- 4.5 Explains problem solving strategies independently, with partners, and in small groups. 3.4.5
- 5.5 Explains problem solving strategies independently, with partners, and in small groups. 3.5.5
- 3.6 Describes physical activities that foster global awareness and build community. 3.3.6
- 4.6 Describes physical activities that foster global awareness and build community. 3.4.6
- 5.6 Describes physical activities that foster global awareness and build community. 3.5.6

Develops personal skills, identifies personal benefits of movement,

A Identifies multiple specific health benefits as reasons to participate and value physical activity.

and chooses to engage in physical activity: Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey. 4

- 3.1 Explains how preferred physical activities meet the need for personal self-expression. 4.3.1
- 4.1 Explains how preferred physical activities meet the need for personal self-expression. 4.4.1
- 5.1 Explains how preferred physical activities meet the need for personal self-expression. 4.5.1
- 3.2 Evaluates and justifies the social benefits of different physical activities by comparing partner vs. 4.3.2
- 4.2 Evaluates and justifies the social benefits of different physical activities by comparing partner vs. 4.4.2
- 5.2 Evaluates and justifies the social benefits of different physical activities by comparing partner vs. 4.5.2
- 3.3 Analyzes how different movement forms (e.g., aerobic vs. stretching) impact one's heart, brain, and 4.3.3
- 4.3 Analyzes how different movement forms (e.g., aerobic vs. stretching) impact one's heart, brain, and 4.4.3
- 5.3 Analyzes how different movement forms (e.g., aerobic vs. stretching) impact one's heart, brain, and 4.5.3
- 3.4 Justifies a personalized fitness plan based on one's interests and physical literacy goals. 4.3.4
- 4.4 Justifies a personalized fitness plan based on one's interests and physical literacy goals. 4.4.4
- 5.4 Justifies a personalized fitness plan based on one's interests and physical literacy goals. 4.5.4
- 3.5 Collaborates to design and solve a physical group challenge (e.g., blindfold maze or trust path). 4.3.5
- 4.5 Collaborates to design and solve a physical group challenge (e.g., blindfold maze or trust path). 4.4.5
- 5.5 Collaborates to design and solve a physical group challenge (e.g., blindfold maze or trust path). 4.5.5

B Analyzes and reflects on one's own goals, managing emotions, and skill performance.

- 3.6 Designs and tracks a goal over an extended time, reflecting weekly on challenges and adjustments. 4.3.6
- 4.6 Designs and tracks a goal over an extended time, reflecting weekly on challenges and adjustments. 4.4.6
- 5.6 Designs and tracks a goal over an extended time, reflecting weekly on challenges and adjustments. 4.5.6
- 3.7 Critiques one's own performance using self and peer feedback to plan personal improvement. 4.3.7

- 4.7 Critiques one's own performance using self and peer feedback to plan personal improvement. 4.4.7
- 5.7 Critiques one's own performance using self and peer feedback to plan personal improvement. 4.5.7
- 3.8 Researches and presents physical activity options available in one's home or community. 4.3.8
- 4.8 Researches and presents physical activity options available in one's home or community. 4.4.8
- 5.8 Researches and presents physical activity options available in one's home or community. 4.5.8
- 3.9 Analyzes and practice strategies for managing one's emotions and behaviors (e.g., breathing, 4.3.9
- 4.9 Analyzes and practice strategies for managing one's emotions and behaviors (e.g., breathing, 4.4.9
- 5.9 Analyzes and practice strategies for managing one's emotions and behaviors (e.g., breathing, 4.5.9
- 3.10 Reflects on how movement experiences are meaningful for personal enjoyment and fitness. 4.3.10
- 4.10 Reflects on how movement experiences are meaningful for personal enjoyment and fitness. 4.4.10
- 5.10 Reflects on how movement experiences are meaningful for personal enjoyment and fitness. 4.5.10