

## **Grade-Level Outcomes for Elementary School (4-5)**

(Standard # . Critical Element # . Grade-Level Outcome)

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

**Enduring Understanding:** Repetition of proper technique leads to improvement.

**Essential Question:** What different ways can the body move given a specific purpose?

Standard #1	Grade 4	Grade 5
Locomotor		
<b>S1.E1</b> <b>Hopping, Galloping, Running, Sliding, Skipping, Leaping</b>	S1.E1.4 Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.	S1.E1.5a Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance.  S1.E1.5b Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.  S1.E1.5c Combines traveling with manipulative skills for execution to a target (e.g. scoring in soccer, hockey and basketball).
<b>S1.E2</b> <b>Jogging, Running</b> <i>(Appendix S1 - Running)</i>	S1.E2.4 Runs for distance using a mature pattern.	S1.E2.5 Uses appropriate pacing for a variety of running distances.
<b>S1.E3</b> <b>Jumping &amp; Landing, Horizontal</b> <i>(Appendix S1 - J &amp; L, Horizontal)</i>	S1.E3.4 Uses spring-and-step takeoffs and landings specific to gymnastics.	S1.E3.5 Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics and small-sided practice tasks in game environments.

<b>S1.E4</b> <b>Jumping &amp; Landing, Vertical</b> <i>(Appendix S1 - J &amp; L, Vertical)</i>	S1.E4.4 Uses spring-and-step takeoffs and landings specific to gymnastics.	S1.E4.5 Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics and small-sided practice tasks in game environments.
<b>S1.E5</b> <b>Dance</b>	S1.E5.4 Combines locomotor movement patterns and dance steps to create and perform an original dance.	S1.E5.5 Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.
<b>S1.E6</b> <b>Combinations</b>	S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice tasks.	S1.E6.5 Applies skill.
<b>Nonlocomotor (stability)</b>		
<b>S1.E7</b> <b>Balance</b>	S1.E7.4 Balances on different bases of support on apparatus, demonstrating levels and shapes.	S1.E7.5 Combines balance and transferring weight in a gymnastics sequence or dance with a partner.
<b>S1.E8</b> <b>Weight Transfer</b>	S1.E8.4 Transfers weight from feet to hands, varying speed and using large extensions (e.g. mule kick, handstand, cartwheel).	S1.E8.5 Transfers weight in gymnastics and dance environments.
<b>S1.E9</b> <b>Weight Transfer, Rolling</b>	S1.E9.4 Applies skill.	S1.E9.5 Applies skill.
<b>S1.E10</b> <b>Curling &amp; Stretching; Twisting &amp; Bending</b>	S1.E10.4 Moves into and out of balances on apparatus with curling, twisting & stretching actions.	S1.E10.5 Performs curling, twisting & stretching actions with correct application in dance, gymnastics and small-sided practice tasks in game environments.
<b>S1.E11</b> <b>Combinations</b>	S1.E11.4 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.	S1.E11.5 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.

<b>S1.E12</b> <b>Balance &amp; Weight Transfers</b>	S1.E12.4 Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.	S1.E12.5 Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.
<b>Manipulatives</b>		
<b>S1.E13</b> <b>Underhand Throw</b> <i>(Appendix S1 - Underhand Throw)</i>	S1.E13.4 Applies skill.	S1.E13.5a Throws underhand using a mature pattern in nondynamic environments (closed skills), with different size and types of objects.  S1.E13.5b Throws underhand to a large target with accuracy.
<b>S1.E14</b> <b>Overhand Throw</b> <i>(Appendix S1 - Overhand Throw)</i>	S1.E14.4a Throws overhand using a mature pattern in a nondynamic environment (closed skills).  S1.E14.4b Throws overhand to a partner or at a target with accuracy at a reasonable distance.	S1.E14.5a Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of balls.  S1.E14.5b Throws overhand to large target with accuracy.
<b>S1.E15</b> <b>Passing with hands</b>	S1.E15.4 Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills).	S1.E15.5a Throws with accuracy, both partners moving.  S1.E15.5b Throws with reasonable accuracy in dynamic, small-sided practice tasks.
<b>S1.E16</b> <b>Catching</b> <i>(Appendix S1 - Catching)</i>	S1.E16.4a Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills).	S1.E16.5a Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills).  S1.E16.5b Catches with accuracy, both partners moving.  S1.E16.5c Catches with reasonable accuracy in dynamic, small-sided practice tasks.

<p><b>S1.E17</b>  <b>Dribbling/Ball Control with hands</b>  <i>(Appendix S1 - Dribbling)</i></p>	<p>S1.E17.4a  Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern.</p> <p>S1.E17.4b  Dribbles in general space with control of ball and body while increasing and decreasing speed.</p>	<p>S1.E17.5  Combines hand dribbling with other skills during 1v1 practice tasks.</p>
<p><b>S1.E18</b>  <b>Dribbling/Ball Control with feet</b></p>	<p>S1.E18.4  Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.</p>	<p>S1.E18.5  Combines foot dribbling with other skills in 1v1 practice tasks.</p>
<p><b>S1.E19</b>  <b>Passing &amp; Receiving with feet</b></p>	<p>S1.E19.4a  Passes &amp; receives ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills).</p> <p>S1.E19.4b  Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.</p>	<p>S1.E19.5a  Passes with the feet using a mature pattern as both partners travel.</p> <p>S1.E19.5b  Receives a pass with the feet using a mature pattern as both partners travel.</p>
<p><b>S1.E20</b>  <b>Dribbling in Combination</b></p>	<p>S1.E20.4  Dribbles with hands or feet in combination with other skills (e.g. passing, receiving, shooting).</p>	<p>S1.E20.5  Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.</p>
<p><b>S1.E21</b>  <b>Kicking</b>  <i>(Appendix S1 - Kicking)</i></p>	<p>S1.E21.4  Kicks along the ground and in the air, and punts using mature patterns.</p>	<p>S1.E21.5  Demonstrates mature patterns of kicking and punting in small-sided practice task environments.</p>
<p><b>S1.E22</b>  <b>Volley, Underhand</b>  <i>(Appendix S1 - Volley, Underhand)</i></p>	<p>S1.E22.4  Volleys underhand using a mature pattern in a dynamic environment (e.g. 2 square, 4 square, handball).</p>	<p>S1.E22.5  Applies skill.</p>
<p><b>S1.E23</b>  <b>Volley, Overhand</b>  <i>(Appendix S1 - Volley, Overhand)</i></p>	<p>S1.E23.4  Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (Appendix)</p>	<p>S1.E23.5  Volleys a ball using a two-hand pattern, sending it upward to a target.</p>

<p><b>S1.E24</b>  <b>Striking, Short Implement</b>  <i>(Appendix S1 - Striking with Short Implement)</i></p>	<p>S1.E24.4a  Strikes an object with a short-handled implement while demonstrating a mature pattern.</p> <p>S1.E24.4b  Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.</p>	<p>S1.E24.5  Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.</p>
<p><b>S1.E25</b>  <b>Striking, Long Implement</b>  <i>(Appendix S1 - Striking with Long Implement)</i></p>	<p>S1.E25.4  Strikes an object with a long-handled implement (e.g. hockey stick, golf club, bat, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). (Appendix)</p>	<p>S1.E25.5a  Strikes a pitched ball with a bat using a mature pattern.</p> <p>S1.E25.5b  Combines striking with a long implement (e.g. bat, hockey stick) with receiving and traveling skills in a small-sided game.</p>
<p><b>S1.E26</b>  <b>In combination with locomotor</b></p>	<p>S1.E26.4  Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice-task environments.</p>	<p>S1.E26.5  Combines manipulative skills and traveling for execution to a target (e.g. scoring in soccer, hockey, and basketball).</p>
<p><b>S1.E27</b>  <b>Jumping Rope</b></p>	<p>S1.E27.4  Creates a jump-rope routine with either a short or long rope.</p>	<p>S1.E27.5  Creates a jump-rope routine with a partner using either a short or long rope.</p>

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

**Enduring Understanding:** You must know what your body is doing.

**Essential Question:** How can I move effectively and efficiently?

Standard #2	Grade 4	Grade 5
<b>Movement Concepts</b>		
<b>S2.E1 Space</b>	<p>S2.E1.4a Applies the concept of open spaces to combination skills involving traveling (e.g. dribbling and traveling).</p> <p>S2.E1.4b Applies the concept of closing spaces in small-sided practice tasks.</p> <p>S2.E1.4c Dribbles in general space with changes in direction and speed.</p>	<b>S2.E1.5</b> Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and game environments.
<b>S2.E2 Pathways, Shapes, Levels</b>	<b>S2.E2.4</b> Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.	<b>S2.E2.5</b> Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction.
<b>S2.E3 Speed, Direction, Force</b>	<p>S2.E3.4a Applies the movement concepts of speed, endurance and pacing for running.</p> <p>S2.E3.4b Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.</p>	<p>S2.E3.5a Applies movement concepts to strategy in game situations.</p> <p>S2.E3.5b Applies the concepts of direction and force to strike an object with a long-handled implement.</p> <p>S2.E3.5c</p>

		Analyzes movement situations and applies movement concepts (e.g. force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics.
<b>S2.E4 Alignment &amp; Muscular Tension</b>	S2.E4.4 Applies skill.	S2.E4.5 Applies skill.
<b>S2.E5 Strategies &amp; Tactics</b>	<p>S2.E5.4a Applies simple offensive strategies &amp; tactics in chasing &amp; fleeing activities.</p> <p>S2.E5.4b Applies simple defensive strategies &amp; tactics in chasing &amp; fleeing activities.</p> <p>S2.E5.4c Recognizes the types of kicks needed for different games &amp; sports situations.</p>	<p>S2.E5.5a Applies basic offensive and defensive strategies &amp; tactics in invasion small-sided practice tasks.</p> <p>S2.E5.5b Applies basic offensive and defensive strategies &amp; tactics in net/wall small-sided practice tasks.</p> <p>S2.E5.5c Recognizes the type of throw, volley or striking action needed for different games &amp; sports situations.</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.

**Enduring Understanding:** Fitness is a process, not a product.

**Essential Question:** What can I do to be physically active and/or stay physically fit, and why is this important?

Standard #3	Grade 4	Grade 5
<b>Physical Activity Knowledge</b>		
<b>S3.E1</b>	S3.E1.4 Analyzes opportunities for participating in physical activity outside physical education class.	S3.E1.5 Charts and analyzes physical activity outside physical education class for fitness benefits of activities.
<b>Engages in Physical Activity</b>		
<b>S3.E2</b>	S3.E2.4 Actively engages in the activities of physical education class, both teacher-directed and independent.	S3.E2.5 Actively engages in all the activities of physical education.
<b>Fitness Knowledge</b>		
<b>S3.E3</b>	S3.E3.4 Identifies the components of health-related fitness.	S3.E3.5 Differentiates between skill-related and health-related fitness.
<b>S3.E4</b>	S3.E4.4 Demonstrates warm-up & cool-down relative to the cardiorespiratory fitness assessment.	S3.E4.5 Identifies the need for warm-up & cool-down relative to various physical activities.
<b>Assessment &amp; Program Planning</b>		
<b>S3.E5</b>	S3.E5.4a Completes fitness assessments (pre- & post-).  S3.E5.4b	S3.E5.5a Analyzes results of fitness assessment (pre- & post-), comparing results with fitness components for good health.

	Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.	S3.E5.5b Designs a fitness plan to address ways to use physical activity to enhance fitness.
<b>S3.E6</b>	S3.E6.4 Discusses the importance of hydration and hydration choices relative to physical activities.	S3.E6.5 Analyzes the impact of food choices relative to physical activity, youth sports & personal health.

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

**Enduring Understanding:** Behaving well is as important as playing well.

**Essential Question:** How do I interact with others during physical activity?

Standard #4	Grade 4	Grade 5
<b>Personal Responsibility</b>		
<b>S4.E1</b>	S4.E1.4 Exhibits responsible behavior in independent group situations.	S4.E1.5 Engages in physical activity with responsible interpersonal behavior (e.g. peer to peer, student to teacher, student to referee).
<b>S4.E2</b>	S4.E2.4 Reflects on personal social behavior in physical activity.	S4.E2.5a Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.  S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity.
<b>Accepting Feedback</b>		
<b>S4.E3</b>	S4.E3.4 Listens respectfully to corrective feedback from others (e.g. peers, adults).	S4.E3.5 Gives corrective feedback respectfully to peers.

Working With Others		
<b>S4.E4</b>	<p>S4.E4.4a Praises the movement performance of others both more- and less-skilled.</p> <p>S4.E4.4b Accepts players of all skill levels into the physical activity.</p>	<p>S4.E4.5 Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.</p>
Rules & Etiquette		
<b>S4.E5</b>	<p>S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.</p>	<p>S4.E5.5 Critiques the etiquette involved in rules of various game activities.</p>
Safety		
<b>S4.E6</b>	<p>S4.E6.4 Works safely with peers and equipment in physical activity settings.</p>	<p>S4.E6.5 Applies safety principles with age-appropriate physical activities.</p>

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

**Enduring Understanding:** The best choices for you fit who you are and what you need.

**Essential Question:** How will physical activity help me now and in the future?

Standard #5		Grade 4	Grade 5
Health			
S5.E1	S5.E1.4 Examines the health benefits of participating in physical activity.	S5.E1.5 Compares the health benefits of participating in selected physical activities.	
Challenge			
S5.E2	S5.E2.4 Rates the enjoyment of participating in challenging and mastered physical activities.	S5.E2.5 Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity.	
Self-expression & Enjoyment			
S5.E3	S5.E3.4 Ranks the enjoyment of participating in different physical activities.	S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.	
S5.E4	S5.E4.4 Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.	S5.E4.5 Describes the social benefits gained from participating in physical activity (e.g. recess, youth sports).	