

Grade-Level Outcomes for Elementary School (2-3)

(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 2	Grade 3
Locomotor		
S1.E1 Hopping, Galloping, Running, Sliding, Skipping, Leaping	S1.E1.2 Skips using a mature pattern.	S1.E1.3 Leaps using a mature pattern.
S1.E2 Jogging, Running <i>(Appendix S1 - Running)</i>	S1.E2.2a Runs with a mature pattern. S1.E2.2b Travels showing differentiation between jogging and sprinting.	S1.E2.3 Travels showing differentiation between sprinting and running.
S1.E3 Jumping & Landing, Horizontal <i>(Appendix S1 - J & L, Horizontal)</i>	S1.E3.2 Demonstrates 4 of the 5 critical elements for Jumping & Landing in a horizontal plane using a variety of 1- and 2-foot take-offs and landings. (Appendix)	S1.E3.3 Jumps and lands in the horizontal plane using a mature pattern. (Appendix)
S1.E4 Jumping & Landing, Vertical <i>(Appendix S1 - J & L, Vertical)</i>	S1.E4.2 Demonstrates 4 of the 5 critical elements for Jumping & Landing in a vertical plane. (Appendix)	S1.E4.3 Jumps and lands in the vertical plane using a mature pattern. (Appendix)
S1.E5 Dance	S1.E5.2 Performs a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms.	S1.E5.3 Performs teacher-selected and developmentally appropriate dance steps and movement patterns.

S1.E6 Combinations	S1.E6.2 Developmentally appropriate/emerging outcomes first appear in Grade 3.	S1.E6.3 Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.
Nonlocomotor (stability)		
S1.E7 Balance	S1.E7.2a Balances on different bases of support, combining levels and shapes. S1.E7.2b Balances in an inverted position with stillness and supportive base.	S1.E7.3 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.
S1.E8 Weight Transfer	S1.E8.2 Transfers weight from feet to different body parts/bases of support for balance and/or travel.	S1.E8.3 Transfers weight from feet to hands for momentary weight support.
S1.E9 Weight Transfer, Rolling	S1.E9.2 Rolls in different directions with either a narrow or curled body shape.	S1.E9.3 Applies skill.
S1.E10 Curling & Stretching; Twisting & Bending	S1.E10.2 Differentiates among twisting, curling, bending & stretching actions.	S1.E10.3 Moves into and out of gymnastics balances with curling, twisting & stretching actions.
S1.E11 Combinations	S1.E11.2 Combines balances and transfers into a 3-part sequence (i.e. dance, gymnastics).	S1.E11.3 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.
S1.E12 Balance & Weight Transfers	S1.E12.2 Developmentally appropriate/emerging outcomes first appear in Grade 3.	S1.E12.3 Combines balance and weight transfer with movement concepts to create and perform a dance.
Manipulatives		
S1.E13 Underhand Throw (Appendix S1 - Underhand Throw)	S1.E13.2 Throws underhand using a mature pattern. (Appendix)	S1.E13.3 Throws underhand to a partner or target with reasonable accuracy.

S1.E14 Overhand Throw <i>(Appendix S1 - Overhand Throw)</i>	S1.E14.2 Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern. (Appendix)	S1.E14.3 Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. (Appendix)
S1.E15 Passing with hands	S1.E15.2 Developmentally appropriate/emerging outcomes first appear in Grade 4.	S1.E15.3 Developmentally appropriate/emerging outcomes first appear in Grade 4.
S1.E16 Catching <i>(Appendix S1 - Catching)</i>	S1.E16.2 Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	S1.E16.3 Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (Appendix)
S1.E17 Dribbling/Ball Control with hands <i>(Appendix S1 - Dribbling)</i>	S1.E17.2a Dribbles in self-space with preferred hand demonstrating a mature pattern. S1.E17.2b Dribbles using the preferred hand while walking in general space.	S1.E17.3 Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.
S1.E18 Dribbling/Ball Control with feet	S1.E18.2 Dribbles with the feet in general space with control of ball and body.	S1.E18.3 Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.
S1.E19 Passing & Receiving with feet	S1.E19.2 Developmentally appropriate/emerging outcomes first appear in Grade 3.	S1.E19.3 Passes & receives ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass.
S1.E20 Dribbling in Combination	S1.E20.2 Developmentally appropriate/emerging outcomes first appear in Grade 4.	S1.E20.3 Developmentally appropriate/emerging outcomes first appear in Grade 4.

S1.E21 Kicking <i>(Appendix S1 - Kicking)</i>	S1.E21.2 Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. (Appendix)	S1.E21.3a 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. (Appendix) S1.E21.3b Uses a continuous running approach and kicks a stationary ball for accuracy.
S1.E22 Volley, Underhand <i>(Appendix S1 - Volley, Underhand)</i>	S1.E22.2 Volleys an object upward with consecutive hits.	S1.E22.3 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. (Appendix)
S1.E23 Volley, Overhand <i>(Appendix S1 - Volley, Overhand)</i>	S1.E23.2 Developmentally appropriate/emerging outcomes first appear in Grade 4.	S1.E23.3 Developmentally appropriate/emerging outcomes first appear in Grade 4.
S1.E24 Striking, Short Implement <i>(Appendix S1 - Striking with Short Implement)</i>	S1.E24.2 Strikes an object upward with a short-handled implement, using consecutive hits.	S1.E24.3a Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. S1.E24.3b Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (Appendix)
S1.E25 Striking, Long Implement <i>(Appendix S1 - Striking with Long Implement)</i>	S1.E25.2 Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation.	S1.E25.3 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. <i>Note: Use batting tee or ball tossed by teacher for batting.</i>
S1.E26 In combination with locomotor	S1.E26.2 Developmentally appropriate/emerging outcomes first appear in Grade 4.	S1.E26.3 Developmentally appropriate/emerging outcomes first appear in Grade 4.

S1.E27 Jumping Rope	<p>S1.E27.2a Jumps a self-turned rope consecutively forward and backward with a mature pattern.</p> <p>S1.E27.2b Jumps a long rope 5 times consecutively with student turners.</p>	<p>S1.E27.3 Performs intermediate jump-rope skills (e.g. a variety of tricks, running in & out of long rope) for both long and short ropes.</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 2	Grade 3
Movement Concepts		
S2.E1 Space	S2.E1.2 Combines locomotor skills in general space to a rhythm.	S2.E1.3 Recognizes the concept of open spaces in a movement context.
S2.E2 Pathways, Shapes, Levels	S2.E2.2 Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.	S2.E2.3 Recognizes locomotor skills specific to a wide variety of physical activities.
S2.E3 Speed, Direction, Force	S2.E3.2 Varies time and force with gradual increases and decreases.	S2.E3.3 Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.
S2.E4 Alignment & Muscular Tension	S2.E4.2 Developmentally appropriate/emerging outcomes first appear in Grade 3.	S2.E4.3a Employs the concept of alignment in gymnastics and dance. S2.E4.3b Employs the concept of muscular tension with balance in gymnastics and dance.
S2.E5 Strategies & Tactics	S2.E5.2 Developmentally appropriate/emerging outcomes first appear in Grade 3.	S2.E5.3a Applies simple strategies in fleeing activities.

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 2	Grade 3
Physical Activity Knowledge			
S3.E1	S3.E1.2 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 the family).	S3.E1.3a Charts participation in physical activities outside physical education class.	
		S3.E1.3b Identifies physical activity benefits as a way to become healthier.	
Engages in Physical Activity			
S3.E2	S3.E2.2 Actively engages in physical education class in response to instruction and practice.	S3.E2.3 Engages in the activities of physical education class without teacher prompting.	
Fitness Knowledge			
S3.E3	S3.E3.2a Recognizes the use of the body as resistance (e.g. holds body in plank position, animal walks) for developing strength.	S3.E3.3 Describes the concept of fitness and provides examples of physical activity to enhance fitness.	
	S3.E3.2b Identifies physical activities that contributes to fitness.		

S3.E4	S3.E4.2 Developmentally appropriate/emerging outcomes first appear in Grade 3.	S3.E4.3 Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.
Assessment & Program Planning		
S3.E5	S3.E5.2 Developmentally appropriate/emerging outcomes first appear in Grade 3.	S3.E5.3 Demonstrates, with teacher direction, the health-related fitness components.
S3.E6	S3.E6.2 Recognizes the “good health balance” of nutrition and physical activity.	S3.E6.3 Identifies foods that are beneficial for before and after physical activity.

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 2	Grade 3
Personal Responsibility			
S4.E1	S4.E1.2 Practices skills with minimal teacher prompting.	S4.E1.3 Exhibits personal responsibility in teacher-directed activities.	
S4.E2	S4.E2.2 Accepts responsibility for class protocols with behavior and performance actions.	S4.E2.3 Works independently for extended periods of time.	
Accepting Feedback			
S4.E3	S4.E3.2 Accepts specific corrective feedback from the teacher.	S4.E3.3 Accepts and implements specific corrective feedback from the teacher.	
Working With Others			
S4.E4	S4.E4.2 Works independently with others in partner environments.	S4.E4.3a Works cooperatively with others S4.E4.3b Praises others for their success in movement performance.	

Rules & Etiquette		
S4.E5	S4.E5.2 Recognizes the role of rules and etiquette in teacher-designed physical activities.	S4.E5.3 Recognizes the role of rules and etiquette in physical activity with peers.
Safety		
S4.E6	S4.E6.2a Works independently and safely in physical education. S4.E6.2b Works safely with physical education equipment.	S4.E6.3 Works independently and safely in physical activity settings.

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 2	Grade 3
Health			
S5.E1	S5.E1.2 Recognizes the value of “good health balance” of nutrition and physical activity. <i><u>Note:</u> Refer to S3.E6.2</i>	S5.E1.3 Discusses the relationship between physical activity and good health.	
Challenge			
S5.E2	S5.E2.2 Compares physical activities that bring confidence and challenge.	S5.E2.3 Discusses the challenge that comes from learning a new physical activity.	
Self-expression & Enjoyment			
S5.E3	S5.E3.2 Identifies physical activities that provide self-expression (e.g. dance, gymnastics, routines, practice tasks in game environments).	S5.E3.3 Reflects on the reasons for enjoying selected physical activities.	
S5.E4	S5.E4.2 Developmentally appropriate/emerging outcomes first appear in Grade 3.	S5.E4.3 Describes the positive social interactions that come when engaged with others in physical activity.	