

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrates competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.1 Hop, gallop, slide, skip, and run while maintaining balance.	1.1.1.1 Hop, gallop, and slide using a maturing pattern.	2.1.1.1 Skip and run using a maturing pattern.	3.1.1.1 Leap using a maturing pattern.	4.1.1.1 Use various locomotor skills in educational games, educational dance, and educational gymnastics.	5.1.1.1 Combine locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.
1 Demonstrate competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.2 Jump and land in the horizontal plane while maintaining balance.	1.1.1.2 Jump and land in the horizontal plane demonstrating two of the five critical elements, while taking off and landing with two feet.	2.1.1.2 Jump and land in the horizontal plane demonstrating four of the five critical elements, while taking off and landing with two feet.	3.1.1.2 Jump and land in the horizontal plane using a maturing pattern while taking off and landing on two feet.	4.1.1.2 Jump and land in the horizontal plane using spring-and-step take-off and landing as used in educational games, educational dance, and educational gymnastics.	5.1.1.2 Combine jumping and landing in the horizontal plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.
1 Demonstrate competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.3 Jump and land in the vertical plane while maintaining balance.	1.1.1.3 Jump and land in the vertical plan demonstrating two of the five critical elements, while taking off and landing with two feet.	2.1.1.3 Jump and land in the vertical plane demonstrating four of the five critical elements while taking off and landing on two feet.	3.1.1.3 Jump and land in the vertical plane using a maturing pattern, while taking off and landing with two feet.	4.1.1.3 Jump and land in the vertical plane using spring step take-off and landing as used in educational games, educational dance, and educational gymnastics.	5.1.1.3 Combine jumping and landing in the vertical plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.
Demonstrate competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.4 Perform locomotor skills in educational dance while maintaining balance	1.1.1.4 Combine locomotor and non-locomotor skills in educational dance while maintaining balance.	2.1.1.4 Combine locomotor and non-locomotor skills in educational dance with correct response to simple rhythms.	3.1.1.4 Combine and sequence locomotor and non-locomotor skills in educational dance transitioning from one skill to another smoothly without hesitation.	4.1.1.4 Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation and with correct response to various rhythms.	5.1.1.4 Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation while maintaining rhythm in culturally relevant and creative dances.

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1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Non- Locomotor	0.1.2.1 Maintain momentary stillness on different bases of support with different body shapes.	1.1.2.1 Maintain balance on different bases of support with different body shapes.	2.1.2.1 Maintain balance on different bases of support, combining levels and shapes.	3.1.2.1 Maintain balance on different bases of support, combining levels and shapes with a partner or using an object.	4.1.2.1 Maintain balance on different bases of support combining levels and shapes on an apparatus. For example: balance beam, dome cones, stepping stones, mats, balance ball, aerobic step benches.	5.1.2.1 Combine balance and weight transfer in an educational gymnastics and educational dance sequence.
1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Non- Locomotor	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 1.</i>	1.1.2.2 Transfer weight from one body part to another in personal space (self-space).	2.1.2.2 Transfer weight from feet to different body parts or bases of support for balances or travel.	3.1.2.2 Transfer weight from feet to hands to different body parts and bases of support for balances and travel.	4.1.2.2 Transfer weight from feet to hands varying speed and using large extensions. For example: mule kick, handstand, cartwheel.	5.1.2.2 Combine balance and weight transfer in an educational gymnastics and educational dance sequence.
1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Non- Locomotor	0.1.2.3 Roll sideways in a narrow body shape. For example: pencil roll, log roll.	1.1.2.3 Roll forwards or backwards with a curled body shape. For example: rocker, egg roll.	2.1.2.3 Roll in different directions with either a narrow or curled body shape.	3.1.2.3 Move into and out of a roll while maintaining balance and body control.	4.1.2.3 Perform rolling as part of an educational gymnastic sequence, with fluid and balanced transition into and out of rolls.	5.1.2.3 Combine rolling with traveling and non-locomotor skills as part of an educational gymnastic sequence, with fluid and balanced transition from one skill to the next.
1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Non- Locomotor	0.1.2.4 Perform non-locomotor skills.	1.1.2.4 Perform non-locomotor skills with body in a variety of stationary positions. For example: different levels, shapes, sizes.	2.1.2.4 Perform non-locomotor skills with body in a variety of stationary positions, while maintaining balance.	3.1.2.4 Perform non-locomotor skills as the body moves into and out of balances.	4.1.2.4 Perform non-locomotor skills as the body moves into and out of balances on apparatus.	5.1.2.4 Perform non-locomotor skills as part of an educational game, and educational gymnastics or educational dance sequence.

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1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Non- Locomotor	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 2.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 2.</i>	2.1.2.5 Combine balances, non-locomotor skills and locomotor skills to perform a three-part educational dance and an educational gymnastics sequence.	3.1.2.5 Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and educational gymnastics sequence.	4.1.2.5 Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and an educational gymnastic sequence with a partner.	5.1.2.5 Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and an educational gymnastics sequence with a group.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.1 Throw and roll underhand with opposite foot forward.	1.1.3.1 Throw and roll underhand demonstrating two of the five critical elements of a maturing pattern.	2.1.3.1 Throw and roll underhand using a maturing pattern.	3.1.3.1 Throw and roll underhand using a maturing pattern to a partner or target.	4.1.3.1 Throw and roll underhand with accuracy in practice tasks.	5.1.3.1 Throw and roll underhand in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.2 Throw overhand while maintaining balance.	1.1.3.2 Throw overhand with opposite foot forward.	2.1.3.2 Throw overhand with side facing target and opposite foot forward.	3.1.3.2 Throw overhand within a task that requires force for distance, demonstrating three of the five critical elements.	4.1.3.2 Throw overhand within a task that requires force for distance, demonstrating four of the five critical elements of a maturing pattern, in closed environments.	5.1.3.2 Throw overhand within a task that requires force for distance, using a maturing pattern in closed environments.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.1.3.3 Throw with accuracy to a stationary target.	4.1.3.3 Throw with accuracy to a moving target.	5.1.3.3 Throw with accuracy in small-sided games.

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1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.4 Drop and catch a ball before it bounces twice.	1.1.3.4 Catch a self-tossed ball adjusting hands and arms to the location of the ball.	2.1.3.4 Catch a self-tossed hand-sized ball demonstrating two of the four critical elements of a maturing pattern.	3.1.3.4 Catch a gently tossed hand-sized ball from a partner, demonstrating three of the four critical elements of a maturing pattern.	4.1.3.4 Catch a thrown ball, above the head, at chest or waist level and below the waist, in practice tasks.	5.1.3.4 Catch a thrown ball, above the head, at chest or waist level and below the waist, in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.5 Dribble with one hand, attempting a second contact.	1.1.3.5 Dribble with preferred hand while remaining in personal space (self-space).	2.1.3.5 Dribble with preferred hand while remaining in personal space (self-space), demonstrating a maturing pattern.	3.1.3.5 Dribble with preferred hand, traveling through general space.	4.1.3.5 Dribble with both the preferred and non-preferred hand while traveling through general space, increasing and decreasing speed.	5.1.3.5 Dribble with the preferred or non-preferred hand in small sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.6 Dribble with inside of the foot, attempting a second contact.	1.1.3.6 Dribble with inside of the foot while remaining in personal space (self-space).	2.1.3.6 Dribble with the feet while traveling through general space.	3.1.3.6 Dribble with the feet while traveling through general space with control of ball and body.	4.1.3.6 Dribble with the feet while traveling through general space, increasing and decreasing speed.	5.1.3.6 Dribble with the feet in small-sided games.
3 1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.7 Pass with the feet, while maintaining balance.	1.1.3.7 Pass with the feet to a stationary target, while maintaining balance.	2.1.3.7 Receive a partner-pass with the feet, while maintaining control of the object and the body.	3.1.3.7 Pass and receive a ball with the feet, "giving" on reception before returning the pass.	4.1.3.7 Pass and receive a ball with the feet in practice tasks.	5.1.3.7 Pass and receive a ball with the feet in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	4.1.3.8 Dribble with hands or feet in combination with other skills, while controlling the ball and the body in practice tasks. For example: passing, receiving, shooting.	5.1.3.8 Dribble with hands or feet in combination with other skills while controlling the ball and the body in small- sided games.

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1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.9 Kick while maintaining balance.	1.1.3.9 Kick demonstrating two of the five critical elements of a maturing pattern.	2.1.3.9 Kick demonstrating three of the five critical elements of a maturing pattern.	3.1.3.9 Kick a moving ball along the ground and in the air demonstrating four of the five critical elements of a maturing pattern.	4.1.3.9 Kick a moving ball along the ground and in the air demonstrating a maturing pattern.	5.1.3.9 Kick in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.1.3.10 Punt while maintaining balance.	4.1.3.10 Punt contacting the ball with shoelaces or top of the foot.	5.1.3.10 Punt contacting the ball with shoelaces or top of the foot, sending it forward in practice tasks.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.11 Volley individually using various body parts, attempting a second hit.	1.1.3.11 Volley individually using various body parts making multiple contacts, while maintaining balance.	2.1.3.11 Volley with a partner using hands only while maintaining balance.	3.1.3.11 Volley underhand with a partner, using hands only, making multiple contacts while maintaining balance.	4.1.3.11 Volley underhand in practice tasks.	5.1.3.11 Volley underhand in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.1.3.12 Volley using a two-hand overhead pattern with a partner making multiple contacts while maintaining balance.	4.1.3.12 Volley using a two-hand overhead pattern in practice tasks.	5.1.3.12 Volley using a two-hand overhead pattern in small-sided games.

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1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.13 Strike using a body part, while maintaining balance.	1.1.3.13 Strike using a short-handled implement, while maintaining balance.	2.1.3.13 Strike using a short-handled implement while controlling direction.	3.1.3.13 Strike using a short-handled implement while controlling direction, and demonstrating correct body alignment relative to the target and striking skill.	4.1.3.13 Strike using a short-handled implement in practice tasks.	5.1.3.13 Strike using a short-handled implement in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 2.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 2.</i>	2.1.3.14 Strike using a long-handled implement while controlling direction.	3.1.3.14 Strike using a long-handled implement while controlling direction, and demonstrating correct body alignment relative to the target and striking skill.	4.1.3.14 Strike using a long-handled implement in practice tasks.	5.1.3.14 Strike using a long-handled implement in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	4.1.3.15 Combine traveling with the manipulative skills of dribbling, throwing, catching and striking in practice tasks.	5.1.3.15 Combine traveling with the manipulative skills of dribbling, throwing, catching and striking with accuracy small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.16 Jump a single jump with a self-turned rope.	1.1.3.16 Consecutively jump forward or backward using a self-turned rope.	2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, using a self-turned rope.	3.1.3.16 Perform a variety of jump rope skills with a short rope.	4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.	5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.

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1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.17 Jump a long rope with teacher-assisted turning.	1.1.3.17 Consecutively jump a long rope with teacher-assisted turning.	2.1.3.17 Enter a long rope with teacher-assisted turning.	3.1.3.17 Exit a long rope with teacher-assisted turning.	4.1.2.17 Enter, jump continuously, and exit a long rope with teacher-assisted turning.	<i>Skill met in Grade 4.</i>
2 Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	1 Movement concepts, principles and knowledge	0.2.1.1 Travel in different pathways differentiating between movement in personal space (self-space) and general space. For example: straight, curvy, zig zag.	1.2.1.1 Travel at different levels differentiating between movement in personal space (self-space) and general space. For example: low, middle, high.	2.2.1.1 Travel in different directions differentiating between movement in personal space (self-space) and general space. For example: up, down, forward, backward, right, left.	3.2.1.1 Travel in different directions, pathways, levels and extensions in personal space (self-space) and general space. For example: large, small, near, far.	4.2.1.1 Apply the space awareness concepts of directions, pathways, levels and extensions in practice tasks and educational gymnastics or educational dance.	5.2.1.1 Apply the space awareness concepts of directions, pathways, levels and extensions in small-sided games and educational gymnastics or educational dance.
2 Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	1 Movement concepts, principles and knowledge	0.2.1.2 Travel using body parts in different relationships to each other. For example: round, narrow, wide, twisted, symmetrical.	1.2.1.2 Travel in different relationships to others and objects. For example: over, under, through, around, behind.	2.2.1.2 Manipulate and control equipment in different relationships to others and objects. For example: over, under, through, around, behind.	3.2.1.2 Travel within different relationships with others. For example: alone, partners, groups, leading, following, mirroring, unison.	4.2.1.2 Apply the relationship awareness concepts in practice tasks and educational gymnastics or educational dance.	5.2.1.2 Apply the relationship awareness concepts in small-sided games and educational gymnastics or educational dance.
2 Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	1 Movement concepts, principles and knowledge	0.2.1.3 Travel using slow and fast speeds.	1.2.1.3 Travel using strong and light forces.	2.2.1.3 Travel using varying speeds and forces with gradual increases and decreases in both speed and force.	3.2.1.3 Apply the effort awareness concepts of speed and force in educational games and educational gymnastics or educational dance.	4.2.1.3 Travel using varying degrees of flow. For example: bound, free.	5.2.1.3 Apply the effort awareness concepts of speed, force and flow in small-sided games and educational gymnastics or educational dance.

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2 Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	1 Movement concepts, principles and knowledge	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.2.1.4 Apply tactics in chasing and fleeing activities.	4.2.1.4 Apply offensive and defensive tactics in chasing and fleeing activities.	5.2.1.4 Apply offensive and defensive tactics in small-sided invasion games.
2 Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	1 Movement concepts, principles and knowledge	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.2.1.5 Identify offensive and defensive tactics used in net and wall games.	4.2.1.5 Apply offensive and defensive tactics in net and wall game practice tasks	5.2.1.5 Apply offensive and defensive tactics in small- sided net and wall games.
2 Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	1 Movement concepts, principles and knowledge	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.2.1.6 Identify distance and direction tactics used in target games.	4.2.1.6 Apply distance and direction tactics in target game practice tasks.	5.2.1.6 Apply distance and direction tactics in target games.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	1 Physical Activity Knowledge	0.3.1.1 Identify ways to be physically active outside of physical education class, both indoors and outdoors.	1.3.1.1 Identify basic benefits of being physically active outside of physical education class, both indoors and outdoors.	2.3.1.1 Identify physical activity recommendations and recognize indoor and outdoor physical activities that could be used to meet these recommendations outside of physical education class.	3.3.1.1 Identify personal participation in physical activity outside of physical education class and compare it to the physical activity recommendations.	4.3.1.1 Chart and analyze personal participation in physical activity outside of physical education class, and compare it to the physical activity recommendations.	5.3.1.1 Chart and analyze personal participation in physical activity outside of physical education class for health benefits.

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3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	2 Engages in Physical Activity	0.3.2.1 Actively participates in physical activities with teacher prompting.	1.3.2.1 Actively participates in physical activities with minimal teacher prompting.	2.3.2.1 Actively participates in physical activities without teacher prompting.	3.3.2.1 Actively participates in practice tasks with minimal teacher prompting.	4.3.2.1 Actively participates in practice tasks without teacher prompting.	5.3.2.1 Actively participates in small-sided games without teacher prompting.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	0.3.3.1 Recognize that faster movement corresponds to faster heartbeat and breathing.	1.3.3.1 Identify the heart as a muscle that grows stronger with exercise, play and physical activity.	2.3.3.1 Describe what it feels like to work one's heart.	3.3.3.1 Define cardiorespiratory fitness and provide examples of physical activities that enhance cardiorespiratory fitness.	4.3.3.1 Identify the components of the F.I.T.T. principle for cardiorespiratory fitness.	5.3.3.1 Apply the F.I.T.T. principle for cardiorespiratory fitness to personal behaviors and identify the need for warm-up and cool down when participating in these types of activities.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	0.3.3.2 Recognize that the body has muscles.	1.3.3.2 Describe the connection between muscles and one's ability to move.	2.3.3.2 Describe what it feels like to work one's muscles.	3.3.3.2 Define the concepts of muscular endurance, muscular strength, and flexibility, and provide examples of physical activities that enhance these components.	4.3.3.2 Identify the components of the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility.	5.3.3.2 Apply the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility to personal behaviors, and identify the need for warm-up and cool down when participating in these types of activities.

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3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	4 Assessment and program planning	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.3.4.1 Define the health-related fitness components, and match them to the fitness assessment tool being used.	4.3.4.1 Describe pre- and post-fitness assessment results, making connections to the health-related fitness components and the recommendations for good health.	5.3.4.1 Analyze pre-and post-fitness assessment results, compare results to recommendations for good health and describe personal strategies to enhance fitness through physical activity participation.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	5 Nutrition	0.3.5.1 Recognize that food provides energy for physical activity.	1.3.5.1 Differentiate between foods to eat often, foods to eat some of the time, and foods to eat in moderation.	2.3.5.1 Recognize the relationship between nutrition and physical activity.	3.3.5.1 Identify foods that are beneficial for before and after physical activity, and explain why these are good food choices.	4.3.5.1 Explain the importance of hydration and hydration choices relative to physical activity participation.	5.3.5.1 Analyze the impact of food choices relative to physical activity and personal health.
4 Exhibit responsible personal and social behavior that respects self and others.	1 Personal Responsibility	0.4.1.1 Identify class rules and protocols related to self, space and equipment.	1.4.1.1 Follow class rules and protocols related to self, space and equipment with minimal teacher prompting.	2.4.1.1 Follow class rules and protocols related to self, space and equipment.	3.4.1.1 Work independently for extended periods of time while exhibiting personal responsibility related to self, space and equipment.	4.4.1.1 Reflect on personal behaviors in physical activity and identify impact on self and others.	5.4.1.1 Engage in physical activity while demonstrating responsible interpersonal behavior. For example: peer to peer, student to teacher, student to referee.

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4 Exhibit responsible personal and social behavior that respects self and others.	2 Feedback	0.4.2.1 Use feedback from the teacher.	1.4.2.1 Consistently use feedback from the teacher.	2.4.2.1 Accept corrective feedback from the teacher.	3.4.2.1 Accept and implement corrective feedback from the teacher.	4.4.2.1 Give and receive feedback respectfully to and from peers.	5.4.2.1 Give and receive corrective feedback respectfully to and from peers.
4 Exhibit responsible personal and social behavior that respects self and others.	3 Working with others	0.4.3.1 Share equipment and space with others.	1.4.3.1 Work respectfully with a partner while sharing equipment and space.	2.4.3.1 Work respectfully in small or large group activities while sharing equipment and space.	3.4.3.1 Work cooperatively and respectfully with classmates in small or large group activities.	4.4.3.1 Reflect on personal behaviors within group physical activities and identify the impact on others.	5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.
4 Exhibit responsible personal and social behavior that respects self and others.	4 Rules and etiquette	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.4.4.1 Identify the role of rules and etiquette used in a variety of physical activities.	4.4.4.1 Follow rules and etiquette in practice tasks, educational dance, and educational gymnastics.	5.4.4.1 Follow rules and etiquette in small-sided games, educational dance, and educational gymnastics
4 Exhibit responsible personal and social behavior that respects self and others.	5 Safety	0.4.5.1 Move safely in personal space with minimal reminders.	1.4.5.1 Move safely in general space with minimal reminders.	2.4.5.1 Move safely using equipment in personal space with minimal reminders.	3.4.5.1 Move safely using equipment in general space with minimal reminders.	4.4.5.1 Move safely in practice tasks, educational dance, and educational gymnastics.	5.4.5.1 Move safely in small-sided games, educational dance, and educational gymnastics.

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5 Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	1 Health	0.5.1.1 Recognize that physical activity is important for good health.	1.5.1.1 Identify physical activities that can enhance good health.	2.5.1.1 Identify the overall benefits of participation in physical activity For example: mental-emotional health, physical health, social health, cognitive health.	3.5.1.1 Recognize how the body and mind respond during and after physical activity participation.	4.5.1.1 Recognize the relationship between participation in physical activity and its impact on mental-emotional health, physical health, social health, and cognitive health.	5.5.1.1 Analyze participation in physical activity and describe the personal impact it has on mental-emotional health, physical health, social health, and cognitive health.
5 Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	2 Challenge	0.5.2.1 Recognize that some physical activities are challenging or difficult.	1.5.2.1 Recognize that learning something new can be challenging, but practice and effort can lead to success.	2.5.2.1 List physical activities that bring confidence and challenge.	3.5.2.1 Describe the challenge and personal enjoyment that comes from learning a new physical activity.	4.5.2.1 Rate various physical activities according to personal levels of challenge.	5.5.2.1 Analyze physical activities based on personal levels of challenge and identify ways to overcome challenges to enhance enjoyment, confidence, and willingness to participate.
5 Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	3 Self-expression and enjoyment	0.5.3.1 Express enjoyment when being physically active individually and with others.	1.5.3.1 Identify physical activities that can be played alone and with others that are personally enjoyable.	2.5.3.1 Describe positive feelings associated with participation in physical activities that are done alone and with others.	3.5.3.1 Describe characteristics of physical activities that make them personally enjoyable.	4.5.3.1 Describe and provide examples of how participation in personally enjoyable physical activities allows for self-expression and social interaction.	5.5.3.1 Analyze physical activities based on personal levels of enjoyment, and opportunities for social interaction and self-expression.