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|  |  |  | Grade 3 | Grade 4 | Grade 5 |
| Fitness and Health | Physical | physical activity knowledge/health | discusses the relationship between physical activity and good health | examines the health benefits of participating in selected physical activities. | Compares the health benefits of participating in selected physical activities |
| engages in physical activity | actively engages in all the activities of physical education without teacher prompting | actively engages in all the activities of physical education | engages actively in all of the activities of physical education |
| fitness knowledge | recognizes the importance of warm-up and cool-down relative to vigorous physical activity | * Identifies the components of health-related fitness
* demonstrates warm-up and cool-down related to the cardiorespiratory fitness assessment
 | * differentiates between skill-related and health-related fitness
* Identifies the need for warm-up and cool-down relative to various physical activities
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| Emotional | personal responsibility | exhibits responsible behavior in teacher-directed activities | reflects on personal social behavior in physical education | exhibits respect for self with appropriate behavior while engaging in physical activity |
| accepting feedback | accepts and implements specific corrective feedback from the teacher | listens respectfully to corrective feedback from others | gives corrective feedback respectfully to peers |
| self-expression & enjoyment | * reflects on the reasons for enjoying selected physical activities
* discusses the challenge that comes from learning a new physical activity
 | ranks the enjoyment of participating in different physical activities | * analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response
* expresses (via written essay, visual creative dance) the enjoyment and/or challenge of participating in a favorite physical activity
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| socialinteraction | discusses the positive social interactions that come when engaged with others in physical activities | describes and compares the positive social interactions when engaged in partner, small-group and large group physical activities | describes the social benefits gained from participating in physical activity |
| Spiritual | faith connection | * describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809)
* determine how communities help us grow in virtue (CCC 1882)
* know that we show our love for others through our thoughts and actions
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| Skill building | Locomotor | hopping, galloping, running, sliding, skipping, leaping | leaps using a mature pattern | uses various locomotor skills in a variety of small- sided practice tasks, dance and educational gymnastics experiences | * demonstrates mature patterns of locomotor skills in dynamic small- sided practice tasks, gymnastics and dance
* combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments
* combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball)
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| jogging, running | travels showing differentiation between sprinting and running | runs for distance using a mature pattern | uses appropriate pacing for a variety of running distances |
| jumping & landing | jumps and lands in the horizontal and vertical planes using a mature pattern | uses spring and step take-offs and landings specific to gymnastics | combines jumping and landing pat- terns with loco- motor and manipulative skills in dance, gymnastics and small-sided practice tasks in games environments |
| dance | performs teacher-selected and developmentally appropriate dance steps and movement patterns | combines locomotor movement patterns and dance steps to create and perform an original dance | combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern |
| Non-locomotor | combinations | performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation | combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed practice tasks | applies skill |
| balance | balances on different bases of support demonstrating muscular tension and extension of free body parts | balances on different bases of support on apparatus, demonstrating levels and shapes | combines balance and transferring weight in a gymnastics sequence or dance with a partner |
| weight transfer | transfers weight from feet to hands for momentary weight support | transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel) | transfers weight in gymnastics and dance environments |
| weight transfer, rolling | applies skill | applies skill | applies skill |
| curing & stretching; twisting & bending | moves into and out of gymnastics balances with curling, twisting and stretching actions | moves into and out of balances on apparatus with curling, twisting and stretching actions | performs curling, twisting and stretching actions with correct application in dance, gymnastics, small-sided practice tasks and games environments |
| combination | * combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance
* combines balance and weight transfers with movement concepts to create and perform a dance
 | combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus | combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group |
| Manipulative | underhand throw | throws underhand to a partner or target with reasonable accuracy | applies skill | * throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects
* throws underhand to a large target with accuracy
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| overhand throw | throws overhand demonstrating 3 of the 5 critical elements of a mature pattern | * throws overhand using a mature pattern in nondynamic environments
* throws overhand to a partner or at a target with accuracy at a reasonable distance
 | * throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of balls
* throws overhand to a large target with accuracy
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| passing with hands | developmentally appropriate/emerging outcomes appear in grade 4 | throws to a moving partner with reasonable accuracy in a nondynamic environment | * throws with accuracy, both partners moving
* throws with reason- able accuracy in dynamic, small- sided practice tasks
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| catching | catches a gently tossed hand-size ball from a partner demonstrating 4 of the 5 critical elements of a mature pattern | catches a thrown ball above the head, at chest or waist level and along the ground using a mature pattern | * catches a batted ball above the head, at chest or waist level, and along the ground using a mature pat- tern in a nondynamic environment (closed skills)
* catches with accuracy, both partners moving
* catches with reasonable accuracy in dynamic, small- sided practice tasks
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| dribbling/ball control with hands | dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body | * dribbles in self-space with both the preferred and nonpreferred hands using a mature pattern
* dribbles in general space with control of ball and body while increasing and decreasing speed
 | combines hand drib- bling with other skills during 1v1 practice tasks |
| dribbling/ball control with feet | dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body | dribbles with the feet in general space with control of ball and body while increasing and decreasing speed | combines foot dribbling with other skills in 1v1 practice tasks |
| passing & receiving with feet | passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass | * passes and receives a ball with the insides of the feet to a moving partner in a nondynamic environment
* passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass
 | passes with the feet using a mature pat- tern as both partners travelreceives a pass with the feet using a mature pattern as both partners travel |
| dribbling in combination | developmentally appropriate/emerging outcomes appear in grade 4 | dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting) | dribbles with hands or feet with mature patterns in a variety of small-sided game forms |
| kicking | * 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
* uses a continuous running approach and kicks a stationary ball for accuracy
 | kicks along the ground and in the air, and punts using mature patterns | demonstrates mature patterns in kicking and punting in small-sided practice task environments |
| volley, underhand | 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 | volleys underhand using a mature pattern, in a dynamic environment (e.g., two square, four square, handball) | applies skill |
| volley, overhead | developmentally appropriate/emerging outcomes appear in grade 4 | volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern | volleys a ball using a two-hand pattern,sending it upward to a target |
| striking, short implement | * strikes an object with a short-handled implement, sending it forward over a low net or to a wall
* strikes an object with a short-handled implement, while demonstrating 3 of the 5 critical elements of a mature pattern
 | * strikes an object with a short-handled implement while demonstrating a mature pattern
* strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall
 | strikes an object consecutively, with a partner, using a short-handed implement, over a net or against a wall, in either a competitive or cooperative game environment |
| striking, long implement | strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement | strikes an object with a long-handled implement (e.g., hockey stick, golf club, batt, tennis racket, 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) | * strikes a pitched ball with a bat using a mature pattern
* combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game
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| combine with locomotor | developmentally appropriate/emerging outcomes appear in grade 4 | combines traveling with the manipulative skills of dribbling, throwing, catching and striking in a teacher- and/or student-designed practice task | Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball) |
| jumping rope | performs intermediate jump-rope skills for both long or short ropes | creates a jump-rope routine with a partner, using either a short or long rope | creates a jump-rope routine with a partner, using either a short or long rope |
| Safety | safety | works independently and safely in physical activity settings | works safely with peers and equipment in physical activity settings | applies safety principles with age-appropriate physical activities |
| Application in games and sports | Problem solving/strategy | space | recognizes the concept of open spaces in a movement context | * applies the concept of open space to combination skills involving traveling (e.g., dribbling and traveling)
* applies the concept of closing spaces in practice tasks
* dribbles in general space and changes direction and speed
 | combines spatial concepts with loco- motor and non-locomotor movements for small groups in gymnastics, dance and games environments |
| pathways, shapes and levels | recognizes locomotor skills specific to a wide variety of activities | combines movement concepts with skills in practice tasks, gymnastics, and dance environments | combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction |
| speed, direction, force | combines movement concepts (direction, levels, force, time) with skills as directed by the teacher | * applies the movement concepts of speed, endurance and pacing for running
* applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target
 | * applies movement concepts to strategy in game situations
* applies the concepts of direction and force to strike an object with a long- handled implement
* 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
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| alignment and muscular tension | employs the concept of muscular tension with balance in gymnastics and dance | applies skill | applies skill |
| strategies and tactics | * applies simple strategies and tactics in chasing activities
* applies simple strategies in fleeing activities
 | * applies simple offensive strategies and tactics in chasing and fleeing activities
* recognizes the type of kicks needed for different games & sports situations
 | * applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks
* applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks
* recognizes the type of throw, volley or striking action needed for different games and sports situations
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| Rules | rules and etiquette | recognizes the role of rules and etiquette in physical activity with peers | exhibits etiquette and adherence to rules in a variety of physical activities | critiques the etiquette involved in rules of various game activities |
| Playing as a team | working with others | * works cooperatively with others
* praises others for their success in movement performance
 | * praises the movement performance of others both more skilled and less skilled
* accepts players of all skill levels into the physical activity
 | applies skill |