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|  |  |  | **Grade K** | **Grade 1** | **Grade 2** |
| Fitness and Health | Physical | physical activity knowledge/health | identifies active play opportunities outside physical education class | discusses the benefits of being active and exercising and/or playing | discusses the benefits of being active and exercising and/or playing |
| engages in physical activity | * participates actively in physical education class * recognizes that physical activity is important for good health | * engages actively in physical education class * identifies physical activity as a component of good health | * engages actively in physical education class in response to instruction and practice * discusses the relationship between physical activity and good health |
| Emotional | personal responsibility | * follows directions in group settings (e.g., safe behaviors, following rules, taking turns) * acknowledges responsibility for behavior when prompted | * accepts personal responsibility by using equipment and space appropriately * follows the rules and parameters of the learning environment | * practices skills with minimal teacher prompting * accepts responsibility for class protocols with behavior and performance actions |
| accepting feedback | * follow instruction and directions * accepts feedback peacefully | responds appropriately to general feedback from the teacher | accepts specific corrective feedback from the teacher |
| self-expression & enjoyment | * identifies physical activities that are enjoyable * discusses the enjoyment of playing with friends | * describes positive feelings that result from participating in physical activates * discusses personal reasons (i.e. the “why”) for enjoying physical activities | identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in games environments) |
| 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 | * 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 | * 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 |
| Skill building | Locomotor | hopping, galloping, running, sliding, skipping, leaping | performs locomotor skills (hopping, gal- loping, running, sliding, skipping) while maintaining balance | hops, gallops, jogs and slides using a mature pattern | skips using a mature pattern |
| jogging, running | developmentally appropriate/emerging outcomes first appear in Grade 2 | developmentally appropriate/emerging outcomes first appear in Grade 2 | * runs with a mature pattern * travels showing differentiation between jogging and sprinting |
| jumping & landing | performs jumping and landing actions with balance | demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using two-foot take- offs and landings | demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings |
| dance | performs locomotor skills in response to teacher-led creative dance | combines locomotor and non-locomotor skills in a teacher- designed dance | performs a teacher- and/or student- designed rhythmic activity with correct response to simple rhythms |
| Non-locomotor | combinations | developmentally appropriate/emerging outcomes first appear in Grade 3 | developmentally appropriate/emerging outcomes first appear in Grade 3 | developmentally appropriate/emerging outcomes first appear in Grade 3 |
| balance | * maintains momentary stillness on different bases of support * forms wide, narrow, curled and twisted body shapes | maintains stillness on different bases of support with different body shapes | * balances on different bases of support, combining levels and shapes * balances in an inverted position with stillness and supportive base |
| weight transfer | developmentally appropriate/emerging outcomes first appear in Grade 1 | transfers weight from one body part to another in self-space in dance and gymnastics | transfers weight from feet to different body parts/bases of support for balance |
| weight transfer, rolling | Rolls sideways in a narrow body shape | rolls with either a n arrow or curled body shape | rolls in different directions with either a narrow or curled body shape |
| curing & stretching; twisting & bending | contrasts the actions of curling and stretching | demonstrates twisting, curling, bending and stretching actions | differentiates among twisting, curling, bending and stretching actions |
| combination | developmentally appropriate/emerging outcomes first appear in Grade 2 | developmentally appropriate/emerging outcomes first appear in Grade 2 | combines balances and transfers into a three-part sequence (i.e., dance, gymnastics) |
| Manipulative | underhand throw | throws underhand with opposite foot forward | throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern | throws underhand using a mature pattern |
| overhand throw | developmentally appropriate/emerging outcomes first appear in Grade 2 | developmentally appropriate/emerging outcomes first appear in Grade 2 | throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern |
| passing with hands | developmentally appropriate/emerging outcomes first appear in Grade 4 | developmentally appropriate/emerging outcomes first appear in Grade 4 | developmentally appropriate/emerging outcomes first appear in Grade 4 |
| catching | * drops a ball and **c**atches it before it bounces twice * catches a large ball tossed by a skilled thrower | * catches a soft object from a self- toss before it bounces * catches various sizes of balls self-tossed or tossed by a skilled thrower | catches a self- tossed or well-thrown large ball with hands, not trapping or cradling against the body |
| dribbling/ball control with hands | dribbles a ball with one hand, attempting the second contact | dribbles continuously in self-space using the preferred hand | * dribbles in self- space with preferred hand demonstrating a mature pattern * dribbles using the preferred hand while walking in general space |
| dribbling/ball control with feet | taps a ball using the inside of the foot, sending it forward | taps or dribbles a ball using the inside of the foot while walking in general space | dribbles with the feet in general space with control of ball and body |
| passing & receiving with feet | developmentally appropriate/emerging outcomes first appear in Grade 3 | developmentally appropriate/emerging outcomes first appear in Grade 3 | developmentally appropriate/emerging outcomes first appear in Grade 3 |
| dribbling in combination | developmentally appropriate/emerging outcomes first appear in Grade 4 | developmentally appropriate/emerging outcomes first appear in Grade 4 | developmentally appropriate/emerging outcomes first appear in Grade 4 |
| kicking | kicks a stationary ball from a stationary position, demonstrating 2 of the 5 critical elements of a mature kicking pattern | approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern | uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern |
| volley, underhand | volleys a light-weight object (balloon), sending it upward | volleys an object with an open palm, sending it upward | volleys an object upward with consecutive hits |
| volley, overhead | developmentally appropriate/emerging outcomes first appear in Grade 4 | developmentally appropriate/emerging outcomes first appear in Grade 4 | developmentally appropriate/emerging outcomes first appear in Grade 4 |
| striking, short implement | strikes a light-weight object with a paddle or short-handled racket | strikes a ball with a short-handled implement sending it upward | strikes an object upward with a short-handed implement using consecutive hits |
| striking, long implement | developmentally appropriate/emerging outcomes first appear in Grade 2 | developmentally appropriate/emerging outcomes first appear in Grade 2 | strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation |
| combine with locomotor | developmentally appropriate/emerging outcomes first appear in Grade 4 | developmentally appropriate/emerging outcomes first appear in Grade 4 | developmentally appropriate/emerging outcomes first appear in Grade 4 |
| jumping rope | executes a single jump with self-turned rope  Jumps a long rope with teacher-assisted turning | * jumps forward or backward consecutively using a self-turned rope * Jumps a long rope up to 5 times consecutively with teacher-assisted turning | * jumps a self-turned rope consecutively forward and backward with a mature pattern * jumps a long rope 5 times consecutively with student turners |
| Safety | safety | follows teacher directions for safe participation and proper use of equipment with minimal reminders | follows teacher directions for safe participation and proper use of equipment without teacher reminders | * works independently and safely in physical education * works safely with physical education equipment |
| Application in games and sports | Problem solving/strategy | space | differentiates between movement in personal (self- space) and general space  moves in personal space to a rhythm | moves in self- space and general space in response to designated beats or rhythms | combines locomotor skills in general space to a rhythm |
| pathways, shapes and levels | travels in three different pathways | travels demonstrating low, middle and high levels   * travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) | combines shapes, levels and pathways into simple travel, dance and gymnastics sequences |
| speed, direction, force | travels in general space with different speeds | * differentiates between fast and slow speeds * differentiates between strong and light force | varies time and force with gradual increases and decreases |
| alignment and muscular tension | developmentally appropriate/emerging outcomes first appear in Grade 3 | developmentally appropriate/emerging outcomes first appear in Grade 3 | developmentally appropriate/emerging outcomes first appear in Grade 3 |
| strategies and tactics | developmentally appropriate/emerging outcomes first appear in Grade 3 | developmentally appropriate/emerging outcomes first appear in Grade 3 | developmentally appropriate/emerging outcomes first appear in Grade 3 |
| Rules | rules and etiquette | * recognizes the established protocol for class activities * remains calm when losing | exhibits the established protocols for class activities | recognizes the role of rules and etiquette in teacher-designed physical activities |
| Playing as a team | working with others | * shares equipment and space with others * demonstrates gratitude for the contributions of teammates * congratulates teammates on their accomplishments | * works independently with others in a variety of class environments (e.g., small and large groups) * demonstrates gratitude for the contribution of teammates * congratulates teammates on their accomplishments | * works independently with others in partner environments * demonstrates gratitude for the contribution of teammates * congratulates teammates on their accomplishments |