

Grades 3 – 5 Cluster Level

Introduction

The focus of the 3-5 Cluster is an increase in the difficulty of movement challenges presented to students in the form of combining movement patterns (fielding a ground ball, dribbling while running) that are authentic to game situations. Skill practice becomes more specific as the complexity of small sided games increases. Emphasis shifts to students being able to give appropriate feedback, applying movement concepts and working with partners or in groups with peers of higher or lower skill abilities. An emphasis on etiquette and safety of physical activity is included in all lessons. Health enhancing concepts continue to focus on the health related components of physical fitness and the benefits to overall physical health. Highly competitive activities should be discouraged so that students of all abilities will experience success and self-confidence. Exercise should not be used as punishment nor should students be kept in the classroom as punishment by withholding physical education. Physical education should not be taken away in order for students to make up classroom tests. Physical Education Standard recommendations specific to elementary school include:

Appropriate teaching practices:

- Use of small-sided games
- Group based learning
- Provide autonomy and choice
- Teaching non-traditional activities
- Promote effort, enjoyment, and individual goal pursuit
- Illicit higher order thinking strategies that are developmentally appropriate

Inappropriate teaching practices should be avoided:

- Exercise as punishment or withholding activity as punishment or to make-up coursework
- Putting students on display
- Full-sided games
- Student captains choose teams
- Exclusion or basis from participation for any reason
- Activities without learning objectives
- No assessment

Physical education classes are not sport camps. Physical education classes should not be taken away for school functions, makeup tests, and so forth. These classes are required by the state and need to provide sufficient time for students to develop the necessary skills to achieve each standard and outcome at a proficiency level. Physical education classes support student in developing the necessary skills to achieve each standard and outcome at a proficient level. Dodgeball and drills that may lead to aggressive behaviors shall be closely supervised and shall emphasize overall physical fitness while supporting the emotional and physical safety of students.

The following standards were developed and reshaped in order to meet the most up-to-date goals and outcomes established in elementary physical education. Teachers are expected to review the standards and outcomes related to achieving the standards when planning their school curriculum. Activities for class are chosen based on their ability to meet the standards, not the other way around which has traditionally dominated physical education. Below are suggestions of standards-based curriculum models that were designed to help teachers achieve the standards through evidence-based practice:

- Teaching Games for Understanding
- Skills-Theme Approach
- Social and Personal Responsibility Model

Through the use of appropriate practices and evidence based curriculum models, teachers can develop a comprehensive physical education program that promotes enjoyment, confidence, and competence in a variety of fundamental movement concept. Standards provide criteria for all students, and other stakeholders that represent what students should know and be able to do. Therefore, with careful planning and proper assessment the following standards will show what students have achieved as they graduated high school.

Reading the standards:

There are 5 standards listed for Elementary Physical Education (K-5). Elementary requirements for Louisiana include daily physical education for students. In the standards below, the first number listed is the number of the corresponding standard. The second letter or number identifies which grade level the statement pertains to. Directly following the hyphen, the number listed states which component within that standard the statement refers. Lastly, the final number recognizes the grade level expectation (GLE). When all GLEs are completed through practice and assessment, one can infer a standard has been met. Here is how to interpret each coded outcome.

Example: 1.K-2.4 Kick a stationary ball

- **1** = the first number listed provides what standard is being identified, in this case standard one (This could be 1-5, depending on the standard.)
- **K** = the number or letter listed provides the level targeted, in this case kindergarten
- **2** = the number or letter listed provides the component being targeted within the standard, in this case the second component related to the standard
- **4** = this number listed provides the expectation within that component, in this case the fourth expectation a student should be able to complete

Note: *Lesson plans, unit plans, and assessments that identify the standard being addressed will often cover and/or include more than one component outcome, and possibly more than one standard.*

The following terms are used through the standards as performance indicators:

- **E = Emerging** - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition
- **M = Maturing** - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level expectations, which will continue to be refined with practice
- **A = Applying** - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level expectations in a variety of physical activity environments

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

The intent of this standard is to ensure that upon exiting the 5th grade, students will demonstrate mature patterns in fundamental motor skills and selected combinations of those skills. Students will be able to use movement concepts in small-sided practice tasks, dance, gymnastics and lead up games that utilize a variety of equipment.

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Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p>Combined skills</p> <p>Combine locomotor and non-locomotor skills into movement patterns.</p>	<p>3rd grade</p> <p>1.3-1.1 Perform a sequence of movements with a beginning, middle and end</p> <p>1.3-1.2 Jump rope demonstrating a variety of footwork skills</p> <p>1.3-1.3 Balance on different bases of support and on apparatus demonstrating different levels, shapes and patterns</p> <p>1.3-1.4 Perform teacher-selected and developmentally appropriate dance steps and movement patterns</p> <p>4th grade</p> <p>1.4-1.1 Perform a movement sequence comprised of both basic and intermediate skills</p> <p>1.4-1.2 Jump rope demonstrating a variety of footwork and arm action skills</p>	<p>1.3-1.1 E</p> <p>1.3-1.2 E</p> <p>1.3-1.3 E</p> <p>1.3-1.4 E</p> <p>1.4-1.1 M</p> <p>1.4-1.2 M</p>	<p>1.3-1.1 Dance, gymnastics, jump rope, fielding a ball and throwing</p> <p>1.3-1.2 Single, one leg, crisscross</p> <p>1.3-1.3 Beam, box, line</p> <p>1.3-1.4 Line dance movements</p> <p>1.4-1.1 Changing tempos and step sequences in dance, gymnastics, jump rope</p> <p>1.4-1.2 C ross arms</p>

Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p>Combined skills</p> <p>Combine locomotor and non-locomotor skills into movement patterns.</p>	<p>1.4-1.3 Combine balance and weight transfer skills in a movement sequence</p> <p>1.4-1.4 Combine locomotor movement patterns and dance steps to create and perform a dance</p> <p>5th grade</p> <p>1.5-1.1 Perform a movement sequence comprised of both basic and intermediate skills with smooth transitions between those movements</p> <p>1.5-1.2 Jump rope demonstrating a variety of footwork, arm action skills and/or tricks of choice</p> <p>1.5-1.3 Combine balance and transferring weight with movement skills in a gymnastics or dance sequence</p> <p>1.5-1.4 Combine skills in dances with correct rhythm and pattern</p>	<p>1.4-1.3 M</p> <p>1.4-1.4 M</p> <p>1.5-1.1 A</p> <p>1.5-1.2 A</p> <p>1.5-1.3 A</p> <p>1.5-1.4 A</p>	<p>1.4-1.3 Fielding a ball or catching a fly ball</p> <p>1.4-1.4 Work alone or with a partner to create a sequence of movements to music</p> <p>1.5-1.1 Dance, gymnastics, jump rope skills</p> <p>1.5-1.2 Student made routine, routine set to music</p> <p>1.5-1.3 Routine set to music</p>

Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p>Application of skills</p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p>3rd grade</p> <p>1.3-2.1 Throw overhand with force using appropriate critical elements</p> <p>1.3-2.2 Catch a variety of objects in dynamic conditions using the critical elements</p> <p>1.3-2.3 Strike an object with an implement using the critical elements</p> <p>1.3-2.4 Kick a ball with the inside of the foot to a target using the critical elements</p> <p>1.3-2.5 Dribble and maintain control while moving through space using the critical elements</p> <p>1.3-2.6 Send an object to a target using critical elements in a stable environment</p> <p>4th grade</p> <p>1.4-2.1 Throw overhand with varying degrees of force using appropriate critical elements to reach different distances</p> <p>1.4-2.2 Catch two-handed during a game or game-like situation using the critical elements</p> <p>1.4-2.3 Strike an object with an implement using the critical elements</p>	<p>1.3-2.1 E</p> <p>1.3-2.2 E</p> <p>1.3-2.3 E</p> <p>1.3-2.4 E</p> <p>1.3-2.5 E</p> <p>1.3-2.6 E</p> <p>1.4-2.1 M</p> <p>1.4-2.2 M</p> <p>1.4-2.3 M</p>	<p>1.3-2.1 Throwing to a partner using a variety of size and shape balls</p> <p>1.3-2.2 Above or below waist, on ground</p> <p>1.3-2.3 Bat, racket, paddle, club</p> <p>1.3-2.4 Soccer kick through goal</p> <p>1.3-2.5 Straight ahead/through cones or around obstacles</p> <p>1.3-2.6 Pass or roll a ball</p> <p>1.4-2.1 Small, medium, or large balls</p> <p>1.4-2.2 Above and/or below waist</p> <p>1.4-2.3 Placement of ball to target</p>

Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p>Application of skills</p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p>1.4-2.4 Kick a ball with the inside of the foot using the critical elements to targets</p> <p>1.4-2.5 Dribble with control while moving through space to avoid stationary objects using the critical elements</p> <p>1.4-2.6 Send an object to a target using critical elements while varying space, distance, location and relationship to objects</p> <p>5th grade</p> <p>1.5-2.1 Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements</p> <p>1.5-2.2 Catch with an implement (e.g., glove, scoop) using the critical elements</p> <p>1.5-2.3 Strike an object with an implement using critical elements in relation to distance, space and direction demands</p> <p>1.5-2.4 Receive a kick, dribble and then kick a ball to a target using the critical elements</p>	<p>1.4-2.4 M</p> <p>1.4-2.5 M</p> <p>1.4-2.6 M</p> <p>1.5-2.1 A</p> <p>1.5-2.2 A</p> <p>1.5-2.3 A</p> <p>1.5-2.4 A</p>	<p>1.4-2.4 Vary distance, location, or relationship to target/object</p> <p>1.4-2.5 Change hands in dribble; foot dribble and not touch target.</p> <p>1.4-2.6 Pass or roll to partner while both are running with hands (basketball) or feet (soccer)</p> <p>1.5-2.1 Throw to glove or other objects</p> <p>1.5-2.2 Glove, scoop</p> <p>1.5-2.3 Bunt/full swing as in softball; placing ball as in pickle ball, or a shuttle as in badminton</p> <p>1.5-2.4 Move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to target</p>

Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p><i>Application of skills</i></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p>1.5-2.5 Dribble under control during a game or game-like situation using the critical elements</p> <p>1.5-2.6 Send an object using critical elements while varying body, space, effort and relationship to defenders</p>	<p>1.5-2.5 A</p> <p>1.5-2.6 A</p>	<p>1.5-2.5 Hand dribbling, foot dribbling</p> <p>1.5-2.6 Pass, roll, strike</p>

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

The intent of this standard is to ensure the student is able to apply the knowledge of concepts, principles, strategies and tactics related to movement and performance. Students should be able to analyze movement situations and apply movement concepts (speed, direction, force, extensions) in small-sided practice tasks and game environments, dance and gymnastics. Students should also demonstrate competency and understanding of basic offensive and defensive strategies for small-sided and net/wall games.

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Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p>Strategies and tactics</p> <p>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</p>	<p>3rd grade</p> <p>2.3-1.1 Modify movement to meet the demands of a task</p> <p>2.3-1.2 Explain how the characteristics of an object affect performance of manipulative skills</p> <p>2.3-1.3 Recognize offensive and defensive situations</p> <p>2.3-1.4 Identify the choices to make to score a goal or point</p>	<p>2.3-1.1 E</p> <p>2.3-1.2 E</p> <p>2.3-1.3 E</p> <p>2.3-1.4 E</p>	<p>2.3-1.1 Throw with more or less force to reach a target or teammate</p> <p>2.3-1.2 Size, material, weight if item thrown or kicked</p> <p>2.3-1.3 Define offense and defense</p> <p>2.3-1.4 Shoot, pass, dribble, placement</p>

Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p>Strategies and tactics</p> <p>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</p>	<p>4th grade</p> <p>2.4-1.1 Explain the importance of weight transfer in object propulsion skills</p> <p>2.4-1.2 Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task and/or environment</p> <p>2.4-1.3 Identify open space and areas of space to defend in a dynamic environment</p> <p>2.4-1.4 Select correct decision when presented with a tactical problem to score</p> <p>5th grade</p> <p>2.5-1.1 Identify similar patterns/concepts across related activities</p> <p>2.5-1.2 Analyze and modify a movement based on the characteristics of the task and/or environment in a dynamic or changing environment</p> <p>2.5-1.3 Demonstrate offensive and defensive positioning in simple game settings</p>	<p>2.4-1.1 M</p> <p>2.4-1.2 M</p> <p>2.4-1.3 M</p> <p>2.4-1.4 M</p> <p>2.5-1.1 A</p> <p>2.5-1.2 A</p> <p>2.5-1.3 A</p>	<p>2.4-1.1 Throw, strike</p> <p>2.4-1.2 Size of object, distance to target, goal, speed or time to complete movement, space, number of players</p> <p>2.4-1.3 Partner or small group dance spacing, proximity to the ball or teammate in small-sided games</p> <p>2.4-1.4 Ball possession, attack, moving an opponent</p> <p>2.5-1.1 Striking with a bat, tennis forehand, overhand throw, tennis serve</p> <p>2.5-1.2 Size of object, distance to target, goal, speed or time to complete movement, space, number of players</p> <p>2.5-1.3 Maintain or return to base position, positioning relative to a goal or opponent</p>

Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
Strategies and tactics	2.5-1.4 Demonstrate basic decision-making capabilities in simple performance settings	2.5-1.4 A	2.5-1.4 What skill should I use? Should I pass or maintain dribble? What type of pass should I use?
Principles and critical elements Demonstrate knowledge of critical elements for more complex motor skills.	3rd grade 2.3-2.1 Describe the critical elements of the manipulative skills and activity-specific skills 2.3-2.2 Explain how appropriate practice improves performance. 4th grade 2.4-2.1 Identify correct and incorrect aspects of skill performance using critical elements 2.4-2.2 Explain how to improve performance of a movement or skill 5th grade 2.5-2.1 Apply critical elements to analyze and provide feedback on motor-skill performance of others 2.5-2.2 Suggest ways to improve skill performance using the principles of practice	2.3-2.1 E 2.3-2.2 E 2.4-2.1 M 2.4-2.2 M 2.5-2.1 A 2.5-2.2 A	2.3-2.1 Throw, catch, kick, strike 2.3-2.2 Practicing and using correct forms during activities 2.4-2.1 Watch a game on TV/film or from pictures and identify performance skill elements 2.4-2.2 Analyze self/classmates and provide appropriate feedback 2.5-2.1 Help a partner get better by analyzing their performance 2.5-2.2 Part-practice, variable practice, simplifying the environment, identifying key cues

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

The intent of this standard is that students will be able to analyze physical activity outside of physical education class for fitness benefits, differentiate between skill and health related fitness. Students should design a fitness plan to maintain and enhance their fitness level and analyze the impact of food choices relative to personal health and fitness.

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Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
Physical activity knowledge Evaluate level of physical activity Healthy habits in relation to physical activity Describes current level of physical activity & identifies additional physical activity opportunities to create calorie balance	3rd grade 3.3-1.1 Identify school, home and community physical activity opportunities to meet physical activity guidelines	3.3-1.1 E	3.3-1.1 Before/after school, recess, PE time, brain boost, sidewalks, parks, intramurals
	3.3-1.2 Track physical activity minutes inside and outside of school to determine progress toward daily recommendation	3.3-1.2 E	3.3-1.2 Use step counters, charts, picture diary
	3.3-1.3 Identifies foods that are beneficial before and after physical activity	3.3-1.3 E	3.3-1.3 Food groups/utilize MyPlate
	4th grade 3.4-1.1 Analyzes opportunities for participating in physical activity outside of physical education class	3.4-1.1 M	3.4-1.1 Before/after school, recess, brain boost
	3.4-1.2 Track and chart physical activity minutes or steps to determine progress toward daily recommendation	3.4-1.2 M	3.4-1.2 Use step counters and charts
	3.4-1.3 Discusses the importance of hydration and dehydration choices relative to physical activities	3.4-1.3 M	3.4-1.3 Food groups/Utilize MyPlate

Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
Physical activity knowledge Evaluate level of physical activity Healthy habits in relation to physical activity	5th grade 3.5-1.1 Identify school, home and community physical activity opportunities to meet physical activity guidelines 3.5-1.2 Track and chart physical activity minutes to determine progress toward daily recommendation 3.5-1.3 Analyzes the impact of food choices relative to physical activity, youth sports, and personal health	3.5-1.1 A 3.5-1.2 A 3.5-1.3 A	3.5-1.1 Before school, recess, PE time, brain boosts 3.5-1.2 Use step counters, recognize barriers to success 3.5-1.3 Food groups/Utilize MyPlate and analyze why they go hand in hand
Health-related fitness knowledge Cardiovascular endurance Musculoskeletal fitness Flexibility Planning (FITT and other principles)	3rd grade 3.3-2.1 Describes the concept of fitness and provides examples of heart rate evaluation methods 3.3-2.2 Assess heart rate during physical activity and exercise 3.3-2.3 Identify activities to improve muscular strength and endurance in the core area 3.3-2.4 Recognize the importance of warm-up and cool- down activities 3.3-2.5 Analyze the results of a fitness assessment to determine areas in a healthy fitness zone (HFZ) 3.3-2.6 Identify the frequency and type of exercise in relationship to the FITT principle	3.3-2.1 E 3.3-2.2 E 3.3-2.3 E 3.3-2.4 E 3.3-2.5 E 3.3-2.6 E	3.3-2.1 Know components and examples exercises for heart rate evaluation 3.3-2.2 Learn about target heart rate, count beats per minute 3.3-2.3 Yoga, Pilates 3.3-2.4 Injury prevention 3.3-2.5 Develop a program for themselves in one area 3.3-2.6 Develop an activity program using the principle

Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p>Health-related fitness knowledge</p> <p>Cardiovascular endurance</p> <p>Musculoskeletal fitness</p> <p>Flexibility</p> <p>Planning</p> <p>(FITT and other principles)</p> <p>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>	<p>4th grade</p> <p>3.4-2.1 Completes fitness assessments (pre & post)</p> <p>3.4-2.2 Link specific activities to the appropriate health-related fitness component</p> <p>3.4-2.3 Evaluate heart rate during physical activity and exercise to sustain a moderate to vigorous activity for longer periods of time</p> <p>3.4-2.4 Identify activities to improve muscular strength and endurance in the upper and lower body</p> <p>3.4-2.5 Demonstrate warm-up and cool-down relative to cardiorespiratory fitness assessment</p> <p>3.4-2.6 Analyze the results of a fitness assessment to determine areas in the HFZ and those that need improvement</p> <p>3.4-2.7 Identify strategies for progress in fitness</p>	<p>3.4-2.1 M</p> <p>3.4-2.2 M</p> <p>3.4-2.3 M</p> <p>3.4-2.4 M</p> <p>3.4-2.5 M</p> <p>3.4-2.6 M</p> <p>3.4-2.7 A</p>	<p>3.4-2.1 Health related fitness assessment</p> <p>3.4-2.2 Demonstrate exercises within each component</p> <p>3.4-2.3 Uses methods to evaluate such as manual, pulse checking, perceived exertion index or heart rate monitors</p> <p>3.4-2.4 Name and identify activities</p> <p>3.4-2.5 List and discuss methods for warm-up and cool-down</p> <p>3.4-2.6 Compare personal scores to HFZ scores and create personal goals</p> <p>3.4-2.7 Create and perform activity plan.</p>

Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p>Health-related fitness knowledge</p> <p>Cardiovascular endurance</p> <p>Musculoskeletal fitness</p> <p>Flexibility</p> <p>Planning (FITT and other principles)</p> <p>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>	<p>5th grade</p> <p>3.5-2.1 Identify and apply <u>Frequency, Intensity, Time and Type (FITT)</u> to a fitness plan</p> <p>3.5-2.2 Identify specific activities that could improve each health-related fitness component</p> <p>3.5-2.3 Interpret heart rate during physical activity and exercise to determine appropriate level of intensity</p> <p>3.5-2.4 Identify specific activities to improve muscular strength and endurance throughout the body</p> <p>3.5-2.5 Identify warm-up and cool-down activities</p> <p>3.5-2.6 Perform a nationally recognized fitness assessment (pre & post) comparing results to fitness components for good health</p> <p>3.5-2.7 Identify strategies for progress in fitness areas</p>	<p>3.5-2.1 A</p> <p>3.5-2.2 A</p> <p>3.5-2.3 A</p> <p>3.5-2.4 A</p> <p>3.5-2.5 A</p> <p>3.5-2.6 A</p> <p>3.5-2.7A</p>	<p>3.5-2.1 Demonstrate frequency, intensity, type, and time</p> <p>3.5-2.2 Students identify and practice activities that are needed for improvement in the HRF assessments</p> <p>3.5-2.3 Target heart rate calculation</p> <p>3.5-2.4 Identify fitness programs and explain how and why they improve</p> <p>3.5-2.5 Develop personal fitness goals, review and revise goals</p> <p>3.5-2.6 Create an exercise prescription based on fitness results</p> <p>3.5-2.7 Use the FITT principle to create fitness prescription.</p>

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

The intent of this standard is that students will demonstrate responsible interpersonal behavior (peer to peer, student to teacher, student to referee) in a variety of physical activity contexts, environments and facilities. The student will be able to give correct feedback respectfully to peer and willingly involve students with higher or lower skill ability into group projects/activities. The students will demonstrate appropriate etiquette and safety principles in a variety of physical activity settings.

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Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p>Self-direction</p> <p>Safety</p> <p>Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.</p>	<p>3rd grade</p> <p>4.3-1.1 Exhibits personal responsibility in teacher-directed physical activities</p> <p>4.3-1.2 Identify and follow equipment-specific safety rules</p> <p>4th grade</p> <p>4.4-1.1 Exhibits responsible behavior in small sided game activities</p> <p>4.4-1.2 Adjust performance to characteristics of the environment to ensure safe play</p> <p>4.4-1.3 Participate in team activities and stay on task with prompts and encouragement from others</p>	<p>4.3-1.1 E</p> <p>4.3-1.2 E</p> <p>4.4-1.1 M</p> <p>4.4-1.2 M</p> <p>4.4-1.3 M</p>	<p>4.3-1.1 Responds immediately and appropriately when directions are given</p> <p>4.3-1.2 Pick-up equipment and material at the end of class</p> <p>4.4-1.1 Stay in personal space, move appropriately in general space</p> <p>4.4-1.2 Space, equipment, others</p> <p>4.4-1.3 Praise others for job well done</p>

Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p>Self-direction Safety</p> <p>Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.</p>	<p>5th grade</p> <p>4.5-1.1 Assesses adherence to rules, etiquette, and fair play of various games and activities</p> <p>4.5-1.2 Model good sportsmanship to ensure safe play in team activities</p> <p>4.5-1.3 Demonstrate proper decision making skills while engaged in game activities</p>	<p>4.5-1.1 A</p> <p>4.5-1.2 A</p> <p>4.5-1.3 A</p>	<p>4.5-1.1 Without being asked</p> <p>4.5-1.2 Space, equipment, activities other</p> <p>4.5-1.3 Apologize when needed</p>
<p>Cooperation Respect Resolving conflict</p> <p>Interact and communicate positively with others.</p>	<p>3rd grade</p> <p>4.3-2.1 Work cooperatively with a partner or small group during class activities</p> <p>4.3-2.2 Cooperate with a partner or small group by taking turns and sharing equipment while participating in physical activities</p> <p>4.3-2.3 Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior during activities</p> <p>4.3-2.4 Demonstrate cooperation with others when resolving conflict during game play and sharing equipment</p>	<p>4.3-2.1 E</p> <p>4.3-2.2 E</p> <p>4.3-2.3 E</p> <p>4.3-2.4 E</p>	<p>4.3-2.1 Take turns adding to a sequence</p> <p>4.3-2.2 One manipulative tool per group</p> <p>4.3-2.3 Compliments and encourages students with teacher prompts</p> <p>4.3-2.4 Demonstrates appropriate strategies and behaviors to solve issues</p>

Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p>Cooperation</p> <p>Respect</p> <p>Resolving conflict</p> <p>Interact and communicate positively with others.</p>	<p>4th grade</p> <p>4.4-2.1 Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play during physical education activities</p> <p>4.4-2.2 Participate with a group in cooperative problem-solving activities while participating in physical activities</p> <p>4.4-2.3 Demonstrate cooperation with and respect for peers different from oneself during skills practice and within game play during physical activities</p> <p>4.4-2.4 Demonstrate cooperation with others when resolving conflict during skill practice and game play</p> <p>5th grade</p> <p>4.5-2.1 Lead, follow and support group members to improve play in cooperative activities and competitive settings</p> <p>4.5-2.2 Evaluate personal behavior during activities to ensure positive effects on others and increase cohesion of teams</p> <p>4.5-2.3 Demonstrate respectful and responsible behavior toward peers different from oneself during activity practices</p> <p>4.5-2.4 Demonstrate cooperation with others when resolving conflict during skills practice and game play</p>	<p>4.4-2.1 M</p> <p>4.4-2.2 M</p> <p>4.4-2.3 M</p> <p>4.4-2.4 M</p> <p>4.5-2.1 A</p> <p>4.5-2.2 A</p> <p>4.5-2.3 A</p> <p>4.5-2.4 A</p>	<p>4.4-2.1 Respects and understands roles within groups (e.g. leader, follower)</p> <p>4.4-2.2 Open-minded to a variety of ideas</p> <p>4.4-2.3 Most of the time without teacher prompts</p> <p>4.4-2.4 Listens to all sides</p> <p>4.5-2.1 Encourages and assists all teammates</p> <p>4.5-2.2 Accepts responsibility when wrong or not successful</p> <p>4.5-2.3 Acknowledges effort and fair play from all classmates</p> <p>4.5-2.4 Does not argue with others and listens to all sides</p>

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

The intent of this standard is to develop a student who is able to compare the health benefits of a variety of physical activities. Students are able to express enjoyment and/or the willingness to participate in physical activities that are new and different. Students will view physical activity as an opportunity for social interaction across the lifespan.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p>Health reasons to be physically active</p> <p>Identifies multiple, specific health benefits as a reason to value physical activity.</p>	<p>3rd grade 5.3-1.1 Discuss the relationship between physical activity and good health</p> <p>4th grade 5.4-1.1 Examines the health benefits of participating in physical activity</p> <p>5th grade 5.5-1.1 Compares the health benefits of participation in selected physical activities</p>	<p>5.3-1.1 E</p> <p>5.4-1.1 M</p> <p>5.5-1.1 A</p>	<p>5.3-1.1E Surveys of weekend activity choices</p> <p>5.4-1.1 Designs personal fitness challenges and plans for weekend activities</p> <p>5.5-1.1 Completes fitness challenges and plans to improve overall fitness</p>

Skill/Knowledge	3-5 GLEs	Performance Indicators	Examples
<p>Values physical activity through various means</p> <p>Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.</p>	<p>3rd grade</p> <p>5.3-2.1 Identify reasons for enjoying a selected physical activity</p> <p>5.3-2.2 Verbalizes the positive and negative aspects related to learning a new physical activity</p> <p>5.3-2.3 Describes the positive social interactions that come when engaged with others in physical activity</p> <p>4th grade</p> <p>5.4-2.1 Examines the health benefits of participating physical activity</p> <p>5.4-2.2 Identify aspects of a physical activity that are challenging and mastered</p> <p>5.4-2.3 Describes and compares the positive social interactions when engaged in partner, small group and large group activities</p> <p>5th grade</p> <p>5.5-2.1 Compares the health benefits of participation in selected physical activities</p> <p>5.5-2.2 Analyzes the personal benefits of participating in an activity that is challenging</p> <p>5.5-2.3 Analyzes the positive impact of verbal and non-verbal encouragement in physical activity</p>	<p>5.3-2.1 E</p> <p>5.3-2.2 E</p> <p>5.3-2.3 E</p> <p>5.4-2.1 M</p> <p>5.4-2.2 M</p> <p>5.4-2.3 M</p> <p>5.5-2.1 A</p> <p>5.5-2.2 A</p> <p>5.5-2.3 A</p>	<p>5.3-2.1 Challenging, new, competent</p> <p>5.3-2.2 Student designed fitness challenge</p> <p>5.3-2.3 Student designed fitness activity</p> <p>5.4-2.1 Challenging, new, competent</p> <p>5.4-2.2 Learning new skills through participation in after school activities.</p> <p>5.4-2.3 Leadership roles, responsibility, making new friends</p> <p>5.5-2.1 Improved fitness, higher skill competency, self-efficacy</p> <p>5.5-2.2 Learning more difficult skills, challenging to do better</p> <p>5.5-2.3 Make new friends, leadership opportunities</p>