



INDIANA  
DEPARTMENT *of*  
EDUCATION

# 2023 INDIANA ACADEMIC STANDARDS **PHYSICAL EDUCATION**

## GRADES K-5



## Indiana Academic Standards Content and Purpose

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The Indiana Academic Standards for Physical Education are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students. In alignment with the [National Standards and Grade-Level Outcomes for K-12 Physical Education](#), the Indiana Academic Standards on the following pages represent learning outcomes for students. Each standard is accompanied by learning indicators that define the specific knowledge, skills, and behaviors expected of students by the end of each grade level. The grade-level indicators can also serve as guidelines for assessing student performance in the classroom, and may include some instructional examples to assist educators. These examples are intended to help illustrate possible teaching strategies and activities, but are not intended to be an exhaustive list. Educators should use their professional expertise to differentiate instruction at each grade level.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, strategies, and/or other supplementary materials that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

**Standard 1:** The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.

Students in early elementary will observe, learn, practice, and develop basic (fundamental) locomotor (traveling actions), non-locomotor (movement in place), and manipulative (object handling) movements. This foundation continues to be established and reinforced to facilitate motor skill acquisition, which gives students the capacity for successful levels of performance as they mature. By the end of grade five, students continue to achieve maturity with locomotor (traveling actions), non-locomotor (movement in place) and manipulative (object handling) skills. They begin the process of integrating (putting together) these skills into a variety of individual and small team sports and activities that have been adapted to their developmental level.

Locomotor Skills	
1. Locomotor (Hopping, galloping, running, sliding, skipping, leaping, walking, running)	
Grade K	<b>K.1.1.A</b> Performs emerging patterns in locomotor skills (walk, run, leap, hop, gallop, slide, and skip) while maintaining balance (such as when you hear the color of your shirt leap over a pillow).
	<b>K.1.1.B</b> Perform mature patterns in locomotor skills (walk).
Grade 1	<b>1.1.1.A</b> Performs mature patterns in locomotor skills (jog, run, jump, hop, gallop, and slide).
Grade 2	<b>2.1.1.A</b> Performs mature patterns in locomotor skills (skip).
Grade 3	<b>3.1.1.A</b> Performs mature patterns in locomotor skills in isolation (leap).
	<b>3.1.1.B</b> Applies mature patterns in locomotor skills in a variety of activities.
Grade 4	<b>4.1.1.A</b> Applies mature patterns in locomotor skills in a variety of lead-up activities and small sided game play.
	<b>4.1.1.B</b> Performs appropriate pacing in a variety of running distances.
Grade 5	<b>5.1.1.A</b> Applies mature patterns in locomotor skills in a variety of activities, modified games, and small-sided game play.
	<b>5.1.1.B</b> Applies appropriate pacing in a variety of running distances.
2. Locomotor (Jumping and landing in a horizontal and vertical plane)	
Grade K	<b>K.1.2.A</b> Performs jumping and landing actions with balance (such as when you hear the color of your shirt, jump over a line on the floor).
Grade 1	<b>1.1.2.A</b> Demonstrates two of the five critical elements for jumping and landing in a horizontal and vertical plane using 2-foot take-offs and landings.
Grade 2	<b>2.1.2.A</b> Demonstrates four of the five critical elements for jumping and landing in horizontal and vertical planes using a variety of 1- and 2-foot take-offs and landings.

Grade 3	<b>3.1.2.A</b> Jumps and lands in the horizontal and vertical planes using an emerging pattern.
Grade 4	<b>4.1.2.A</b> Jumps and lands in the horizontal and vertical planes using a mature pattern within activities (such as in dance, educational gymnastics and small-sided practice tasks and game environments).
Grade 5	<b>5.1.2.A</b> Combines jumping and landing patterns with locomotor and manipulative skills (such as in dance, educational gymnastics and small-sided practice tasks and game environments).
<b>3. Locomotor (Dance, Rhythm, Combinations)</b>	
Grade K	<b>K.1.3.A</b> Performs dance (rhythmic) activities in response to teacher led creative activities.
Grade 1	<b>1.1.3.A</b> Combines locomotor and nonlocomotor skills in a teacher designed dance.
Grade 2	<b>2.1.3.A</b> Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms.
Grade 3	<b>3.1.3.A</b> Performs teacher selected and developmentally appropriate dance steps and movement patterns.
Grade 4	<b>4.1.3.A</b> Combines locomotor movement patterns and dance steps to create and perform an original dance.
Grade 5	<b>5.1.3.A</b> Creates and demonstrates a routine using complex rhythmic combinations (such as self-dance, Jump Bands, group dance) with correct rhythm and pattern.
<b>4. Non-Locomotor</b>	
Grade K	<b>K.1.4.A</b> Performs emerging patterns in nonlocomotor skills (such as bend, twist, turn, sway, stretch) in exploratory and a stable environment.
Grade 1	<b>1.1.4.A</b> Performs mature pattern in nonlocomotor skills (such as bend, twist, turn, sway, stretch) in exploratory and a stable environment.
Grade 2	<b>2.1.4.A</b> Performs a sequence of non locomotor skills, transitioning smoothly from one skill to another.
Grade 3	<b>3.1.4.A</b> Applies mature patterns in nonlocomotor skills in a variety of activities.
Grade 4	<b>4.1.4.A</b> Applies mature patterns in nonlocomotor skills in a variety of lead-up activities and small sided game play.
Grade 5	<b>5.1.4.A</b> Applies mature patterns in nonlocomotor skills in a variety of activities, modified games, and small-sided game play.
<b>5. Non-Locomotor (Balance)</b>	
Grade K	<b>K.1.5.A</b> Maintains momentary balance (such as wide, narrow, curled and twisted body shapes) on different bases of support (such as walking on the floor).
Grade 1	<b>1.1.5.A</b> Maintains stillness on different bases of support with different body shapes.
Grade 2	<b>2.1.5.A</b> Balances on different bases of support, combining levels and shapes.

Grade 3	<b>3.1.5.A</b> Balances on different bases of support, demonstrating muscular tension and extensions of free body parts, and shows ability to transfer weight from feet to hand for momentary weight support.
Grade 4	<b>4.1.5.A</b> Balances on different bases of support on apparatus, demonstrating levels and shapes.
Grade 5	<b>5.1.5.A</b> Combines balance and transferring weight (such as in a gymnastics sequence, yoga, dance with a partner).
<b>6. Non-Locomotor (Weight Transfer)</b>	
Grade K	<b>K.1.6.A</b> Developmentally appropriate/emerging outcomes first appear in grade one.
Grade 1	<b>1.1.6.A</b> Transfers weight from one body part to another in personal space (such as in dance and gymnastics environments).
Grade 2	<b>2.1.6.A</b> Transfers weight from feet to different body parts/bases of support for balance and/or travel.
Grade 3	<b>Standard was combined with 3.1.5.A</b>
Grade 4	<b>4.1.6.A</b> Transfers weight from feet to hands, varying speed and using large extensions (such as kick, handstand, cartwheel).
Grade 5	<b>5.1.6.A</b> Transfers weight in various activities (such as gymnastics, dance environments, striking, throwing).
<b>Manipulative Skills</b>	
<b>7. Manipulative Skills (Throw)</b>	
Grade K	<b>K.1.7.A</b> Throws underhand and overhand with opposite foot forward demonstrating an emerging pattern.
Grade 1	<b>1.1.7.A</b> Throws underhand and overhand with different sizes and types of objects in a developing and emerging pattern.
Grade 2	<b>2.1.7.A</b> Throws underhand and overhand using a developing and mature pattern to an area or target.
Grade 3	<b>3.1.7.A</b> Throws underhand to a partner or target with reasonable accuracy.
	<b>3.1.7.B</b> Performs mature pattern in an overhand throw.
Grade 4	<b>4.1.7.A</b> Performs mature pattern in an underhand throw to a moving partner.
	<b>4.1.7.B</b> Demonstrates mature pattern in an underhand throw with accuracy.
	<b>4.1.7.C</b> Throws overhand using a mature pattern in non-dynamic environments.
	<b>4.1.7.D</b> Throws overhand to a partner or at a target with accuracy at a reasonable distance.
Grade 5	<b>5.1.7.A</b> Applies mature pattern in an underhand throw in a variety of activities, modified games, and small-sided game play.

	<b>5.1.7.B</b> Performs mature pattern in an overhand throw at varying distances.
	<b>5.1.7.C</b> Performs mature pattern in an overhand throw to a moving partner.
	<b>5.1.7.D</b> Performs mature pattern in an overhand throw in a variety of activities, modified games, and small-sided games.
<b>8. Manipulative Skills (Pass with Hands)</b>	
Grade K	<b>K.1.8.A</b> Developmentally appropriate/emerging outcomes first appear in grade four.
Grade 1	<b>1.1.8.A</b> Developmentally appropriate/emerging outcomes first appear in grade four.
Grade 2	<b>2.1.8.A</b> Developmentally appropriate/emerging outcomes first appear in grade four.
Grade 3	<b>3.1.8.A</b> Developmentally appropriate/emerging outcomes first appear in grade four.
Grade 4	<b>4.1.8.A</b> Passes to a moving partner with reasonable accuracy in a non-dynamic environment.
Grade 5	<b>5.1.8.A</b> Passes with accuracy, both partners moving.
	<b>5.1.8.B</b> Passes with reasonable accuracy in dynamic, small- sided practice tasks.
<b>9. Manipulative Skills (Catch)</b>	
Grade K	<b>K.1.9.A</b> Drops a ball and catches it before it bounces twice.
	<b>K.1.9.B</b> Catches a large ball tossed by a skilled thrower.
Grade 1	<b>1.1.9.A</b> Catches a soft object from a self-toss before it bounces and catches various sizes of balls by a skilled thrower.
Grade 2	<b>2.1.9.A</b> Catches a self tossed or well-thrown large ball with hands, not trapping or cradling against the body.
Grade 3	<b>3.1.9.A</b> Catches a gently tossed hand-size ball from a partner, demonstrating a mature pattern in a non-dynamic environment.
Grade 4	<b>4.1.9.A</b> Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment
Grade 5	<b>5.1.9.A</b> Catches a ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment.
	<b>5.1.9.B</b> Catches with accuracy while moving.
	<b>5.1.9.C</b> Catches with reasonable accuracy in dynamic, small-sided practice tasks.
<b>10. Manipulative Skills (Hand Dribble)</b>	
Grade K	<b>K.1.10.A</b> Dribbles a ball with one hand, attempting the second contact.
Grade 1	<b>1.1.10.A</b> Dribbles continuously in personal space using the preferred hand.

Grade 2	<b>2.1.10.A</b> Dribbles in personal and general space with preferred hand demonstrating a mature pattern.
Grade 3	<b>3.1.10.A</b> Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.
Grade 4	<b>4.1.10.A</b> Dribbles in personal space with both the preferred and the non-preferred hands using a mature pattern.
	<b>4.1.10.B</b> Dribbles in general space with control of ball and body while increasing and decreasing speed.
Grade 5	<b>5.1.10.A</b> Combines hand dribbling with other skills during 1v1 practice tasks.
<b>11. Manipulative Skills (Foot Pass/Kick)</b>	
Grade K	<b>K.1.11.A</b> Demonstrates an emerging pattern while passing or kicking from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern.
Grade 1	<b>1.1.11.A</b> Demonstrates an emerging pattern while approaching a stationary ball and passing or kicking it forward.
Grade 2	<b>2.1.11.A</b> Demonstrates an emerging pattern while passing and kicking a moving ball with the inside of the foot (such as passing the ball to a teammate in a soccer lead up game).
Grade 3	<b>3.1.11.A</b> Passes & receives a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass.
	<b>3.1.11.B</b> Demonstrates a mature pattern and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each.
	<b>3.1.11.C</b> Uses a running approach and kicks a stationary ball for accuracy.
Grade 4	<b>4.1.11.A</b> Passes & receives a ball with the inside of the foot to a moving partner in a non-dynamic environment
	<b>4.1.11.B</b> Passes and receives a ball with the outside and inside of the foot to a stationary partner, “giving” on reception before returning the pass.
	<b>4.1.11.C</b> Kicks along the ground, in the air, and punts using mature patterns.
Grade 5	<b>5.1.11.A</b> Passes and receives a pass with the feet using a mature pattern as both partners travel.
	<b>5.1.11.B</b> Demonstrates mature patterns in kicking and punting in small-sided practice task environments.
<b>12. Manipulative Skills (Foot Dribble)</b>	
Grade K	<b>K.1.12.A</b> Soft taps a ball using the inside of the foot, sending it forward.
Grade 1	<b>1.1.12.A</b> Demonstrates emerging pattern while dribbling a ball using the inside of the foot while walking in general space.

Grade 2	<b>2.1.12.A</b> Dribbles with the feet in general space with control of the ball and body (such as dribbling a ball in a soccer lead-up game).
Grade 3	<b>3.1.12.A</b> Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.
Grade 4	<b>4.1.12.A</b> Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.
Grade 5	<b>5.1.12.A</b> Combines foot dribbling with other skills (such as 1v1 practice tasks, modified games, and small-sided game play).
<b>13. Manipulative Skills (Foot Trap Receive)</b>	
Grade K	<b>K.1.13.A</b> Performs emerging pattern while receiving with the preferred foot when stationary.
Grade 1	<b>1.1.13.A</b> Performs emerging pattern while receiving with the preferred foot when stationary.
Grade 2	<b>2.1.13.A</b> Performs emerging pattern while receiving with the non-preferred foot when stationary.
Grade 3	<b>3.1.13.A</b> Performs mature pattern while receiving with the foot when stationary.
Grade 4	<b>4.1.13.A</b> Performs mature pattern while receiving with the foot when moving in a non-dynamic environment.
Grade 5	<b>5.1.13.A</b> Applies mature patterns while receiving with the foot in a variety of activities (such as 1v1 practice tasks, modified games, and small-sided game play).
<b>14. Manipulative Skills (Strike/Volley, Hands and Arms)</b>	
Grade K	<b>K.1.14.A</b> Volley a lightweight object (such as a balloon), sending it upward with an open palm.
Grade 1	<b>1.1.14.A</b> Volley an object with an open palm sending it upward and also strikes a ball with a short-handed implement sending it upward.
Grade 2	<b>2.1.14.A</b> Volleys and strikes an object upward with open palms, forearms and shorthanded hits.
Grade 3	<b>3.1.14.A</b> Demonstrates emerging pattern while striking an object underhand or sidearm, sending it upward and forward.
Grade 4	<b>4.1.14.A</b> Demonstrates mature pattern while striking an object underhand in a variety of lead-up activities and small-sided game play.
Grade 5	<b>5.1.14.A</b> Applies mature patterns while striking an object underhand in a variety of activities (such as modified games, and small-sided game play).
<b>15. Manipulative Skills (Strike with Implement)</b>	
Grade K	<b>K.1.15.A</b> Strikes a lightweight object with a paddle or short-handled racket
Grade 1	<b>Standard was combined with 1.1.14A.</b>



Grade 2	<b>2.1.15.A</b> Strikes an object upward with a short handled implement, using consecutive hits.
	<b>2.1.15.B</b> Strikes a ball off a tee or cone with a bat, using correct grip and body alignment.
Grade 3	<b>3.1.15.A</b> Strikes an object with a short- handled implement, sending it forward over a low net or to a wall.
	<b>3.1.15.B</b> Strikes a ball with a long-handled implement (such as a hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use a batting tee or ball tossed by the teacher for batting.
Grade 4	<b>4.1.15.A</b> Strikes an object with a short-handled implement while demonstrating a mature pattern.
	<b>4.1.15.B</b> Strikes an object with a long-handled implement (such as a hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement.
Grade 5	<b>5.1.15.A</b> 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.
	<b>5.1.15.B</b> Strikes a pitched ball with a bat using a mature pattern.
	<b>5.1.15.C</b> Combines striking with a long implement (such as a bat, hockey stick) with receiving and traveling skills in a small-sided game.
<b>16. Manipulative Skills (Jump Rope)</b>	
Grade K	<b>K.1.16.A</b> Practices single and group jump roping frequently after watching the activities modeled for them.
Grade 1	<b>1.1.16.A</b> Jump forward or backward using a self-turned and long rope consecutively.
Grade 2	<b>2.1.16.A</b> Jumps a self-turned rope consecutively forward and backward with a mature pattern.
	<b>2.1.16.B</b> Jumps with a long rope five times consecutively with student turners.
Grade 3	<b>3.1.16.A</b> Performs intermediate jump rope skills (such as a variety of tricks, running in and out of long rope) for both long and short ropes.
Grade 4	<b>4.1.16.A</b> Creates a jump-rope routine (such as jumping in a figure 8, front to back, etc., and with short rope, long rope, double dutch, Jump Bands).
Grade 5	<b>5.1.16.A</b> Creates a jump-rope routine with a partner (such as jumping in a figure 8, front to back, etc., and with short rope, long rope, double dutch, jump bands).

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

Students in early elementary school learn to utilize cognitive information to understand motor skill acquisition. Knowledge of basic movement concepts (body, spatial, directional, and temporal awareness) enhance independent learning and effective participation in physical activity. As they gain more motor control, students begin to adapt their skills in order to produce efficient movement to improve their individual performances. By the end of 5th grade students demonstrate an understanding of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and mature (proficient) movement forms. They self-assess their skills and those of classmates and discuss methods for improving performance.

Movement Concepts and Strategies	
1. Space	
Grade K	<b>K.2.1.A</b> Differentiates between movement in personal space and general space at a slow to moderate speed.
	<b>K.2.1.B</b> Moves in personal space to a rhythm.
Grade 1	<b>1.2.1.A</b> Moves in personal space and general space in response to designated beats/rhythms.
Grade 2	<b>2.2.1.A</b> Combines locomotor skills in general space to a rhythm.
Grade 3	<b>3.2.1.A</b> Recognizes the concept of open spaces in a movement context.
Grade 4	<b>4.2.1.A</b> Applies the concept of open spaces to combination skills involving traveling (such as dribbling and traveling).
	<b>4.2.1.B</b> Applies the concept of open spaces to combination skills involving traveling (such as dribbling and traveling).
Grade 5	<b>5.2.1.A</b> Combines spatial concepts with locomotor and nonlocomotor movements for small groups (such as in gymnastics, dance and game environments).
2. Pathways, Shapes, Levels	
Grade K	<b>K.2.2.A</b> Travels in three different pathways (such as moving in various patterns: straight, curved).
Grade 1	<b>1.2.2.A</b> Travels demonstrating low, middle, and high levels.
	<b>1.2.2.B</b> Travels demonstrating a variety of relationships with objects (such as over, under, around, through).
Grade 2	<b>2.2.2.A</b> Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences (such as demonstrating straight arms with a cartwheel; landing with soft knees/slight flex when jumping down from a height).

Grade 3	<b>3.2.2.A</b> Recognizes locomotor skills specific to a wide variety of physical activities.
Grade 4	<b>4.2.2.A</b> Combines movement concepts with skills in small-sided practice tasks (such as gymnastics and dance environments).
Grade 5	<b>5.2.2.A</b> Combines movement concepts with skills in small-sided practice tasks (such as in game environments, gymnastics and dance with self-direction).
<b>3. Speed, Direction, Force</b>	
Grade K	<b>K.2.3.A</b> Travels in general space with different speeds (such as traveling at various speeds in skill development activities).
Grade 1	<b>1.2.3.A</b> Differentiates between movements that are fast and slow speeds, and with strong and light force.
Grade 2	<b>2.2.3.A</b> Varies time and force with gradual increases and decreases as an introduction to agility and speed.
Grade 3	<b>3.2.3.A</b> Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.
Grade 4	<b>4.2.3.A</b> Applies the movement concepts of speed, endurance and pacing for running.
	<b>4.2.3.B</b> Applies the concepts of direction and force when striking an object sending it toward a designated target.
Grade 5	<b>5.2.3.A</b> Applies movement concepts to strategy in game situations.
	<b>5.2.3.B</b> Applies the concepts of direction and force to strike an object with an implement.
	<b>5.2.3.C</b> Analyzes movement situations and applies movement concepts (such as force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance or gymnastics.
<b>4. Strategies and Tactics</b>	
Grade K	<b>K.2.4.A</b> Developmentally appropriate/ emerging outcomes first appear in grade three.
Grade 1	<b>1.2.4.A</b> Developmentally appropriate/ emerging outcomes first appear in grade three.
Grade 2	<b>2.2.4.A</b> Developmentally appropriate/ emerging outcomes first appear in grade three.
Grade 3	<b>3.2.4.A</b> Applies simple strategies and tactics in chasing and fleeing activities.
Grade 4	<b>4.2.4.A</b> Applies simple offensive strategies and tactics in chasing and fleeing activities.
	<b>4.2.4.B</b> Applies simple defensive strategies/ tactics in chasing and fleeing activities.
	<b>4.2.4.C</b> Recognizes the types of kicks needed for different games and sports situations.
Grade 5	<b>5.2.4.A</b> Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks.
	<b>5.2.4.B</b> Applies basic offensive and defensive strategies and tactics in net/wall

	small-sided practice tasks.
	<b>5.2.4.C</b> Recognizes the type of throw, volley or striking action needed for different games and sports situations.

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

Students in early elementary school will learn regular participation in physical activity enhances physical and psychological health, provides for social opportunities, and contributes to a healthy active lifestyle. By the end of 5th grade students develop a more thorough understanding of the relationship between lifestyle and health. Through observation and analysis, students are able to critique themselves and others as they begin to develop an awareness of the physical, mental, social, and emotional importance of physical activity. Students are able to describe how improved fitness is achieved and identify what their age appropriate physical fitness goals should be.

Physical Activity	
1. Physical Activity Knowledge	
Grade K	<b>K.3.1.A</b> Recognizes active play opportunities outside physical education class.
Grade 1	<b>1.3.1.A</b> Explains the benefits of being active and exercising and/or playing.
Grade 2	<b>2.3.1.A</b> Describes large motor and/or manipulative physical activities for participation outside physical education class (such as before and after school, at home, at the park, with friends and family).
Grade 3	<b>3.3.1.A</b> Documents participation in physical activities outside physical education class.
	<b>3.3.1.B</b> Identifies physical activity benefits as a way to become healthier.
Grade 4	<b>4.3.1.A</b> Analyzes opportunities for participating in physical activity outside physical education class.
Grade 5	<b>5.3.1.A</b> Documents and analyzes physical activity outside physical education class for fitness benefits of activities.
2. Engages in Physical Activity	
Grade K	<b>K.3.2.A</b> Actively participates in physical education class.
Grade 1	<b>1.3.2.A</b> Identifies the heart as a muscle that grows stronger when you exercise, play, and are physically active.
Grade 2	<b>2.3.2.A</b> Actively engages in physical education class in response to instruction and practice.

Grade 3	<b>3.3.2.A</b> Actively engages in the activities of physical education class with minimal teacher prompting.
Grade 4	<b>4.3.2.A</b> Actively engages in the activities of physical education class, both teacher directed and independent.
Grade 5	<b>5.3.2.A</b> Actively engages in the activities of physical education class, both teacher directed and independent.
<b>Fitness</b>	
<b>3. Fitness Knowledge</b>	
Grade K	<b>K.3.3.A</b> Recognizes that when you move fast, your heart beats faster and you breathe faster.
Grade 1	<b>1.3.3.A</b> Identifies the heart as a muscle that grows stronger when you exercise, play, and are physically active.
Grade 2	<b>2.3.3.A</b> Recognizes the use of the body as resistance (such as holding the body in plank position, bear crawl, crab walk, etc.) for developing strength and endurance.
	<b>2.3.3.B</b> Identifies physical activities that contribute to fitness.
Grade 3	<b>3.3.3.A</b> Describes the concept of fitness and provides examples of physical activity to enhance fitness.
	<b>3.3.3.B</b> Recognizes the importance of warmup and cool-down relative to vigorous physical activity.
Grade 4	<b>4.3.3.A</b> Identifies the five components of health-related fitness.
	<b>4.3.3.B</b> Demonstrates warmup and cool- down relative to the cardiorespiratory fitness assessment.
Grade 5	<b>5.3.3.A</b> Differentiates between skill-related and health-related fitness.
	<b>5.3.3.B</b> Identifies the need for warm-up and cool-down relative to various physical activities.
<b>4. Fitness Assessment &amp; Wellness Planning</b>	
Grade K	Developmentally appropriate/ emerging outcomes first appear in grade three.
Grade 1	Developmentally appropriate/ emerging outcomes first appear in grade three.
Grade 2	Developmentally appropriate/ emerging outcomes first appear in grade three.
Grade 3	<b>3.3.4.A</b> Demonstrates, with teacher direction, the health-related fitness components.
Grade 4	<b>4.3.4.A</b> Completes fitness assessments (pre and post).
	<b>4.3.4.B</b> Identifies areas of needed remediation from personal tests and, with teacher assistance, identifies strategies for progress in those areas.

Grade 5	<b>5.3.4.A</b> Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health.
	<b>5.3.4.B</b> Designs a fitness plan to address ways to use physical activity to enhance fitness.
<b>5. Body Systems</b>	
Grade K	<b>K.3.5.A</b> Recognizes basic structure and function of body systems (such as the heart is a muscle, bones make up the skeletal system).
Grade 1	<b>1.3.5.A</b> Recognizes basic structure and function of the muscular and skeletal system (such as muscles move the body).
Grade 2	<b>2.3.5.A</b> Recognizes structure and function of the circulatory and respiratory system (such as lungs help with breathing).
Grade 3	<b>3.3.5.A</b> Describes connections between muscular and skeletal systems.
Grade 4	<b>4.3.5.A</b> Describes connections between body systems.
Grade 5	<b>5.3.5.A</b> Describes connections between body systems and their role in movement.
<b>6. Nutrition</b>	
Grade K	<b>K.3.6.A</b> Identifies health and unhealthy foods and recognizes that food provides energy for physical activity.
Grade 1	<b>1.3.6.A</b> Differentiates between healthy and unhealthy foods.
Grade 2	<b>2.3.6.A</b> Recognizes the “good health balance” of nutrition and physical activity.
Grade 3	<b>3.3.6.A</b> Identifies foods that are beneficial for before and after physical activity.
Grade 4	<b>4.3.6.A</b> Discusses the importance of hydration and hydration choices relative to physical activities.
Grade 5	<b>5.3.6.A</b> Analyzes the impact of food choices relative to physical activity, youth sports and personal health.

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

Students in early elementary will develop respect for individual similarities and differences through positive interaction in physical activity. Students will understand that cooperation and teamwork promote personal and group success in activity settings. By the end of 5th grade students begin to show competence for working independently and cooperatively, in pairs and small groups, as they observe, explore, and apply the principles of physical activity in both physical education class and after school. They are willing to work with classmates of varying abilities and interests and are able to apply conflict management skills when needed.

Responsible Personal and Social Behavior	
1. Personal Responsibility	
Grade K	<b>K.4.1.A</b> Follows directions in group settings (such as safe behaviors, following rules, taking turns).
	<b>K.4.1.B</b> Demonstrates responsible behavior when prompted.
Grade 1	<b>1.4.1.A</b> Accepts personal responsibility by using equipment and space appropriately.
	<b>1.4.1.B</b> Follow the rules and protocols of the learning environment.
Grade 2	<b>2.4.1.A</b> Practices skills with minimal teacher prompting.
	<b>2.4.1.B</b> Accepts responsibility and consequences for following rules and protocols.
Grade 3	<b>3.4.1.A</b> Exhibits responsible behavior in both independent and group situations
	<b>3.4.1.B</b> Works independently for extended periods of time.
Grade 4	<b>4.4.1.A</b> Exhibits responsible behavior in both independent and group situations.
	<b>4.4.1.B</b> Reflects on personal social behavior in physical activity.
Grade 5	<b>5.4.1.A</b> Engages in physical activity with responsible interpersonal behavior (such as peer to peer, student to teacher, student to referee).
	<b>5.4.1.B</b> Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.
	<b>5.4.1.C</b> Exhibits respect for self with appropriate behavior while engaging in physical activity.
2. Accepting Feedback	
Grade K	<b>K.4.2.A</b> Follow instructions/directions when prompted.
Grade 1	<b>1.4.2.A</b> Responds appropriately to general feedback from the teacher.
Grade 2	<b>2.4.2.A</b> Accepts specific corrective feedback from the teacher.

Grade 3	<b>3.4.2.A</b> Accepts and implements specific corrective feedback from the teacher.
Grade 4	<b>4.4.2.A</b> Listens respectfully to corrective feedback from others (such as peers, adults).
Grade 5	<b>5.4.2.A</b> Gives corrective feedback respectfully to peers.
<b>3. Working with Others</b>	
Grade K	<b>K.4.3.A</b> Shares equipment and space with others.
Grade 1	<b>1.4.3.A</b> Works with others in a variety of class activities (such as small and large groups).
Grade 2	<b>2.4.3.A</b> Works with others in partner activities.
Grade 3	<b>3.4.3.A</b> Works cooperatively with others.
	<b>3.4.3.B</b> Praises others for their success in movement performance.
Grade 4	<b>4.4.3.A</b> Praises the movement effort of others both more and less skilled.
	<b>4.4.3.B</b> Accepts players of all skill levels into the physical activity.
Grade 5	<b>5.4.3.A</b> Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.
<b>4. Rules &amp; Etiquette</b>	
Grade K	<b>K.4.4.A</b> Recognizes the established protocols for class activities.
Grade 1	<b>1.4.4.A</b> Works independently with others in a variety of class activities (such as small and large groups).
Grade 2	<b>2.4.4.A</b> Accepts responsibility and consequences for following rules and protocols for class activities.
Grade 3	<b>3.4.4.A</b> Recognizes the role of rules and etiquette in physical activity with peers.
Grade 4	<b>4.4.4.A</b> Exhibits etiquette and adherence to rules in a variety of physical activities.
Grade 5	<b>5.4.4.A</b> Critiques the etiquette involved in rules of various game activities.
<b>5. Safety</b>	
Grade K	<b>K.4.5.A</b> Follows teacher directions for safe participation and proper use of equipment with minimal reminders.
Grade 1	<b>1.4.5.A</b> Demonstrates following rules and protocols for class activities.
Grade 2	<b>2.4.5.A</b> Works independently and safely in physical education, including equipment use.
Grade 3	<b>3.4.5.A</b> Works safely with peers, independently, and with/without equipment in physical activity settings.



Grade 4	<b>4.4.5.A</b> Works safely with peers, independently, and with/without equipment in physical activity settings.
Grade 5	<b>5.4.5.A</b> Works safely with peers, independently, and with/without equipment in physical activity settings.

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

Students in early elementary will understand enjoyable and challenging physical activities, will develop self-confidence, and promote a positive self-image. Students begin to recognize their own abilities and choose activities/sports to improve their skills. By the end of 5th grade, students are able to better identify activities they enjoy and those in which they have greater skill or less skill. They articulate why they like or dislike certain activities. Although students can work cooperatively, they identify those classmates with whom they prefer playing or engaging in physical activity. They participate in challenging activities with less intimidation.

Valuing Health, Enjoyment, Challenge, Self Expression, and Social Interaction	
1. Health	
Grade K	<b>K.5.1.A</b> Recognizes that physical activity is important for good health.
Grade 1	<b>1.5.1.A</b> Identifies physical activity as a component of good health.
Grade 2	<b>2.5.1.A</b> Recognizes the value of “good health balance”.
Grade 3	<b>3.5.1.A</b> Discusses the relationship between physical activity and good health.
Grade 4	<b>4.5.1.A</b> Examines the health benefits of participating in physical activity.
Grade 5	<b>5.5.1.A</b> Compares the health benefits of participating in selected physical activities.
2. Challenge	
Grade K	<b>K.5.2.A</b> Understands that some physical activities are challenging.
Grade 1	<b>1.5.2.A</b> Recognizes that challenges in physical activities can lead to success (such as learning a new game or activity).
Grade 2	<b>Standard was combined with 2.5.3.A</b>
Grade 3	<b>3.5.2.A</b> Discusses the challenge that comes from learning a new physical activity.
Grade 4	<b>4.5.2.A</b> Rates the enjoyment of participating in challenging and mastered physical activities.
Grade 5	<b>5.5.2.A</b> Expresses (such as written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity.

<b>3. Self-expression and Enjoyment</b>	
Grade K	<b>K.5.3.A</b> Identifies physical activities that are enjoyable.
Grade 1	<b>1.5.3.A</b> Describes positive feelings that result from participating in physical activities.
Grade 2	<b>2.5.3.A</b> Identifies and compares physical activities that provide self-expression, confidence, and challenge.
Grade 3	<b>3.5.3.A</b> Reflects on the reasons for enjoying selected physical activities.
Grade 4	<b>4.5.3.A</b> Ranks the enjoyment of participating in different physical activities.
Grade 5	<b>5.5.3.A</b> Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
<b>4. Social Interaction</b>	
Grade K	<b>K.5.4.A</b> Recognizes that physical activity can help develop friendships.
Grade 1	<b>1.5.4.A</b> Identifies that physical activity promotes opportunity for social interaction.
Grade 2	<b>2.5.4.A</b> Understands that physical activities can foster cooperation and connection to enhance relationships among a diverse group of peers.
Grade 3	<b>3.5.4.A</b> Describes the positive social interactions that come when engaged with others in physical activity.
Grade 4	<b>4.5.4.A</b> Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.
Grade 5	<b>5.5.4.A</b> Describes the social benefits gained from participating in physical activity (such as recess, youth sport).