

Locomotor	3.1.1.1	Non-Locomotor	3.1.2.1
Leap using a maturing pattern.		Maintain balance on different bases of support, combining levels and shapes with a partner or using an object.	
Locomotor	3.1.1.2	Non-Locomotor	3.1.2.2
Jump and land in the horizontal plane using a maturing pattern, while taking off and landing on two feet.		Transfer weight from feet to hands then to different body parts and bases of support for balance and travel.	
Locomotor	3.1.1.3	Non-Locomotor	3.1.2.3
Jump and land in the vertical plane using a maturing pattern, while taking off and landing with two feet.		Move into and out of a roll while maintaining balance and body control.	
Locomotor	3.1.1.4	Non-Locomotor	3.1.2.4
Combine and sequence locomotor and non-locomotor skills in educational dance transitioning from one skill to another smoothly without hesitation.		Perform non-locomotor skills as the body moves into and out of balances.	

<p>Non-Locomotor 3.1.2.5</p> <p>Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and educational gymnastics sequence.</p>	<p>Manipulative 3.1.3.4</p> <p>Catch a gently tossed hand-sized ball from a partner, demonstrating three of the four critical elements of a maturing pattern.</p>
<p>Manipulative 3.1.3.1</p> <p>Roll and throw underhand using a maturing pattern to a stationary partner or target.</p>	<p>Manipulative 3.1.3.5</p> <p>Dribble with preferred hand, traveling through general space.</p>
<p>Manipulative 3.1.3.2</p> <p>Throw overhand within a task that requires force for distance, demonstrating three of the five critical elements.</p>	<p>Manipulative 3.1.3.6</p> <p>Dribble with the feet while traveling through general space with control of ball and body.</p>
<p>Manipulative 3.1.3.3</p> <p>Throw overhand with accuracy to a stationary target.</p>	<p>Manipulative 3.1.3.7</p> <p>Pass and receive a ball with the feet, “giving” on reception before returning the pass.</p>

Manipulative Kick a stationary ball demonstrating a maturing pattern.	3.1.3.9	Manipulative Strike using a short-handled implement, while controlling direction, and demonstrating correct body alignment relative to the target and striking skill.	3.1.3.13
Manipulative Punt while maintaining balance.	3.1.3.10	Manipulative Strike using a long-handled implement, while controlling direction, and demonstrating correct body alignment relative to the target and striking skill.	3.1.3.14
Manipulative Volley underhand with a partner, using hands only, making multiple contacts while maintaining balance.	3.1.3.11	Manipulative Perform a variety of jump rope skills with a short rope.	3.1.3.16
Manipulative Volley using a two-hand overhead pattern with a partner making multiple contacts while maintaining balance.	3.1.3.12	Manipulative Exit a long rope with teacher- assisted turning.	3.1.3.17

<p>Movement concepts, principles and knowledge 3.2.1.1</p> <p>Travel in different directions, pathways, levels and extensions in personal space (self-space) and general space. For example: large, small, near, far.</p>	<p>Movement concepts, principles and knowledge 3.2.1.5</p> <p>Identify offensive and defensive tactics used in net and wall games.</p>
<p>Movement concepts, principles and knowledge 3.2.1.2</p> <p>Travel within different relationships with others while manipulating and controlling equipment. For example: alone, partners, groups, leading, following, mirroring, unison.</p>	<p>Movement concepts, principles and knowledge 3.2.1.6</p> <p>Identify distance and direction tactics used in target games.</p>
<p>Movement concepts, principles and knowledge 3.2.1.3</p> <p>Apply the effort awareness concepts of speed and force in educational games and educational dance or educational gymnastics.</p>	<p>Movement concepts, principles and knowledge 3.2.1.4</p> <p>Identify offensive and defensive tactics used in chasing and fleeing games.</p>

Physical Activity Knowledge	3.3.1.1	Assessment and program planning 3.3.4.1
Identify personal participation in physical activity outside of physical education class and compare it to the physical activity recommendations.		Define the health-related fitness components, and match them to the fitness assessment tool being used.
Engages in Physical Activity	3.3.2.1	Nutrition 3.3.5.1
Actively participates in practice tasks with minimal teacher prompting.		Identify foods that are beneficial for before and after physical activity, and explain why these are good food choices.
Fitness Knowledge	3.3.3.1	
Define cardiorespiratory fitness and provide examples of physical activities that enhance cardiorespiratory fitness.		
Fitness Knowledge	3.3.3.2	
Define the concepts of muscular endurance, muscular strength, and flexibility, and provide examples of physical activities that enhance these components.		

<p>Personal Responsibility 3.4.1.1</p> <p>Work independently for extended periods of time while exhibiting personal responsibility related to self, space and equipment.</p>	<p>Safety 3.4.5.1</p> <p>Move safely using equipment in general space with minimal reminders.</p>
<p>Feedback 3.4.2.1</p> <p>Accept and implement corrective feedback from the teacher.</p>	
<p>Working with others 3.4.3.1</p> <p>Work cooperatively and respectfully with classmates in small or large group activities.</p>	
<p>Rules and etiquette 3.4.4.1</p> <p>Identify the role of rules and etiquette used in a variety of physical activities.</p>	

<p>Health 3.5.1.1</p> <p>Recognize how the body and mind respond during and after physical activity participation.</p>	
<p>Challenge 3.5.2.1</p> <p>Describe the challenge and personal enjoyment that comes from learning a new physical activity.</p>	
<p>Self-expression and enjoyment 3.5.3.1</p> <p>Describe characteristics of physical activities that make them personally enjoyable.</p>	