KINDERGARTEN - FIFTH GRADE

PHYSICAL EDUCATION STANDARDS GUIDANCE

WI Physical Education Standards

Physical Education - Standard 1

Learning Priority	Kindergarten	First	Second	Third	Fourth	Fifth
Locomotor: Jumping & Landing (horizontal and vertical planes	PE.S1.E1.K Perform locomotor skills (e.g., hop, gallop, run, slide, skip) while maintaining balance.	PE.S1.E1.1 Hop, gallop, jog, and slide using a mature pattern.	PE.S1.E1.2 Skip using a mature pattern. Run with a mature pattern.	PE.S1.E1.3 Leap using a mature pattern.	PE.S1.E1.4 Demonstrate various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences. Demonstrate pacing with teacher direction.	PE.S1.E1.5 Demonstrate mature patterns of locomotor skills in dynamic smallsided practice tasks, gymnastics, and dance. Combine locomotor and manipulative skills in a variety of small-sided practice tasks, and games including those from other cultures.
Locomotor: Dance/Rhythmic Activities	PE.S1.E2.K Perform jumping and landing actions with balance.	PE.S1.E2.1 Demonstrate two of the five critical elements in both jumping for distance and for height using two-foot takeoffs and landings.	PE.S1.E2.2 Demonstrate four of the five critical elements (see list in previous grade) for jumping and landing using a variety of oneand two-foot take-offs and landings.	PE.S1.E2.3 Jump and land in the horizontal and vertical planes using a mature pattern.	PE.S1.E2.4 Demonstrate spring and step take-offs and landings specific to gymnastics.	PE.S1.E2.5 Combine jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, small-sided practice tasks, and games including those from other cultures.
Locomotor: Combinations	PE.S1.E3.K Perform locomotor skills in response to teacher-led creative dance.	PE.S1.E3.1 Combine locomotor and non-locomotor skills in a teacherdesigned dance.	PE.S1.E3.2 Perform a teacher- or studentdesigned rhythmic activity with the correct response to simple rhythms.	PE.S1.E3.3 Perform teacherselected and developmentally appropriate dance steps or rhythm and movement patterns.	PE.S1.E3.4 Combine locomotor movement patterns and dance steps or rhythm to create and perform an original dance.	PE.S1.E3.5 Combine locomotor skills in cultural as well as creative dances or rhythm (self and group) with correct rhythm and pattern.
Non-locomotor (stability): Weight Transfer and Rolling Actions	[redacted]			PE.S1.E5.3 Transfer weight from feet to different body parts or bases of support for balance and rolling.	PE.S1.E5.4 Transfer weight from feet to hands for momentary weight support. Transition into and out of a roll as part of a gymnastics sequence.	PE.S1.E5.5 Combine rolling, traveling, and weight transfer as part of a gymnastics sequence.
Non-locomotor (stability): Balance	PE.S1.E6.K Maintain momentary stillness on different bases of support. Form wide, narrow, curled, and twisted body shapes.	PE.S1.E6.1 Maintain stillness on different bases of support with different body shapes.	PE.S1.E6.2 Balance on different bases of support, combining levels and shapes. Balance in an inverted position with stillness and supportive base.	PE.S1.E6.3 Balance on different bases of support, demonstrating muscular tension and extensions of free body parts.	PE.S1.E6.4 Balance on different bases of support on apparatus, demonstrating levels and shapes (e.g., balance beam, dome cones, stepping stones, balance ball, aerobic step benches, skate boards, saturn balls, pogo sticks, stilts).	PE.S1.E6.5 Combine balance and transfers weight in a gymnastics sequence or dance with a partner.
Non-locomotor (stability): Curling and Stretching; Twisting and Bending	PE.S1.E7.K Contrast the actions of curling and stretching.	PE.S1.E7.1 Demonstrate twisting, curling, bending, and stretching actions.	PE.S1.E7.2 Differentiate among twisting, curling, bending, and stretching actions.	PE.S1.E7.3 Move into and out of gymnastics balances with curling, twisting, and stretching actions.	PE.S1.E7.4 Move into and out of balances on an apparatus with curling, twisting, and stretching actions.	PE.S1.E7.5 Perform curling, twisting, and stretching actions with correct application in dance, gymnastics, smallsided practice tasks, and game environments including those from other cultures.
Non-locomotor (stability): Combinations	[redacted]		PE.S1.E8.2 Combine balances and transfers into a three-part sequence (e.g., dance sequence or gymnastics sequence).	PE.S1.E8.3 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance.	PE.S1.E8.4 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a partner.	PE.S1.E8.5 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a group.
Non-locomotor (stability): Balance and Weight Transfer	[redacted]		[redacted]	PE.S1.E9.3 Combine balance and weight transfers with movement concepts to create and perform a dance.	PE.S1.E9.4 Combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or an apparatus.	PE.S1.E9.5 Combine actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or an apparatus.
Manipulative: Underhand Throw; Underhand Roll	PE.S1.E10.K Roll or throw underhand with opposite foot forward.	PE.S1.E10.1 Roll or throw underhand, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E10.2 Roll or throw underhand using all five critical elements of a mature pattern.	PE.S1.E10.3 Roll or throw underhand using a mature pattern to a partner or target with reasonable accuracy.	PE.S1.E10.4 Roll or throw underhand using a mature pattern in non-dynamic environments with different sizes and types of objects.	PE.S1.E10.5 A. Roll or throw underhand using a mature pattern in environments with different sizes and types of objects. B. Throw underhand to a large target with accuracy.
Manipulative: Overhand Throw; Backhand Throw (Disc)	[redacted]		PE.S1.E11.2 A. Throw overhand, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E11.3 A. Throw overhand, demonstrating four of the five critical elements of a mature pattern, in non-dynamic environments for distance or force.	PE.S1.E11.4 A. Throw overhand using a mature pattern with accuracy in non-dynamic environments. B. Throw overhand to a moving partner with reasonable accuracy. C. Combine traveling and throwing overhand in a teacher- or studentdesigned small-sided practice task environment. D. Throw backhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments.	PE.S1.E11.5 A. Throw overhand with accuracy with both partners moving. B. Throw overhand with reasonable accuracy in dynamic small-sided games. C. Combine traveling and throwing overhand for execution to a target during small-sided practice tasks and in game environments including those from other cultures. D. Throw backhand, demonstrating four out of the five critical elements of a mature pattern, in non-dynamic environments for distance or force.
Manipulative: Passing (with hands)	[redacted]				PE.S1.E12.4 Pass to a moving partner with reasonable accuracy in a nondynamic environment	PE.S1.E12.5 A. Pass with accuracy with both partners moving. B. Pass with reasonable accuracy in dynamic, small-sided practice games.
Manipulative: Catching	PE.S1.E13.K A. Drop an object and catch it before it bounces twice. B. Catch a large object tossed by a skilled thrower.	PE.S1.E13.1 A. Catch a soft object from a self-toss before it bounces, demonstrating two of the five critical elements. B. Catch various sizes of objects selftossed or tossed by a skilled thrower, demonstrating two of the five critical elements.	PE.S1.E13.2 Catch a selftossed or wellthrown large object with hands, not trapping or cradling against the body.	PE.S1.E13.3 Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature pattern.	PE.S1.E13.4 A. Catch a thrown object above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment. B. Combine traveling and catching in a teacher- or studentdesigned small-sided practice task environment.	PE.S1.E13.5 Catch with reasonable accuracy in dynamic, smallsided practice games.
Manipulative: Dribbling (with hands)	PE.S1.E14.K Dribble a ball with one hand, attempting the second contact.	PE.S1.E14.1 Dribble in selfspace using the preferred hand, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E14.2 A. Dribble continuously in self-space with preferred hand, demonstrating three of the five critical elements of a mature pattern. B. Dribble using the preferred hand while walking in general space.	PE.S1.E14.3 Dribble and travel in general space at slow to moderate jogging speed with control of ball and body.	PE.S1.E14.4 A. Dribble in selfspace with both the preferred and nonpreferred hand using a mature pattern. B. Dribble in general space with control of ball and body while increasing and decreasing speed in teacher- or studentdesigned smallsided practice task environment. C. Dribble with hands in combination with other skills (e.g., passing, receiving, shooting).	PE.S1.E14.5 Dribble with hands using a mature pattern in a variety of small-sided games.
Manipulative: Kicking	PE.S1.E15.K Kick a stationary object from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern.	PE.S1.E15.1 Approach a stationary object and kick it forward, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E15.2 Use a continuous running approach and kick a moving object, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E15.3 A. Use a continuous running approach and intentionally perform 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. Use a continuous running approach to kick a stationary object for accuracy.	PE.S1.E15.4 Kick along the ground and in the air and punt using mature patterns in practice task environments.	PE.S1.E15.5 Demonstrate mature patterns in kicking and punting in smallsided game environments.
Manipulative: Dribbling (with feet)	PE.S1.E16.K Tap an object using the inside of the foot, sending it forward.	PE.S1.E16.1 Tap or dribble an object, demonstrating two of the five critical elements of a mature pattern while walking in general space.	PE.S1.E16.2 Dribble an object in general space, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E16.3 Dribble an object in general space at slow to moderate jogging speed, demonstrating four of the five critical elements of a mature pattern.	PE.S1.E16.4 A. Dribble an object in general space with control of object and body while increasing and decreasing speed and changing directions. B. Dribble an object in combination with other skills (e.g., passing, receiving, shooting).	PE.S1.E16.5 Dribble an object using a mature pattern in a variety of smallsided games.
Manipulative: Passing and Receiving (with feet)	[redacted]			PE.S1.E17.3 Pass and receive an object with the insides of the feet to and from a stationary partner, "giving" an reception before returning the pass.	PE.S1.E17.4 A. Pass and receive an object with the insides of the feet to and from a moving partner in a non-dynamic environment. B. Pass and receive an object with the outsides and insides of the feet to and from a stationary partner, "giving" on reception before returning the pass.	PE.S1.E17.5 A. Pass with the feet using a mature pattern as both partners travel. B. Receive a pass with the feet using a mature pattern as both partners travel.
Manipulative: Volley Underhand	PE.S1.E18.K Volley a lightweight object (balloon), with an open palm, sending it upward.	PE.S1.E18.1 A. Volley an object upward with consecutive hits. B. Volley an object forward, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E18.2 Volley an object forward, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E18.3 Volley 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 four of the five critical elements of a mature pattern.	PE.S1.E18.4 Volley underhand using a mature pattern during practice tasks, demonstrating a mature pattern.	PE.S1.E18.5 Volley underhand using a mature pattern during small-sided games.
Manipulative: Volley Overhead	[redacted]				PE.S1.E19.4 Volley an object with a two-hand overhead pattern, sending it upward, demonstrating three of the five critical elements of a mature pattern during practice tasks.	PE.S1.E19.5 Volley an object using a two-hand pattern, sending it upward to a target during small-sided games.
Manipulative Striking with Short-handled Implement	PE.S1.E20.K Strike a lightweight object with a paddle or short-handled racket.	PE.S1.E20.1 Strike an object with a shorthandled implement, sending it upward.	PE.S1.E20.2 A. Strike an object upward with a shorthandled implement, using consecutive hits. B. Strike an object with a short-handled implement, sending it forward, demonstrating two of the three critical elements of a mature pattern.	PE.S1.E20.3 A. Strike an object with a short-handled implement, sending it forward over a low net or to a wall, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E20.4 A. Strike an object with a short-handled implement, demonstrating a mature pattern. B. Strike an object with a short-handled implement alternating hits with a partner over a low net or against a wall.	PE.S1.E20.5 Strike an object consecutively with a partner using a shorthandled implement over a net or against a wall, in either a competitive or cooperative game environment including those from other cultures.
Manipulative Striking with Long-handled Implement	[redacted]		PE.S1.E21.2 Strike a stationary object, using correct grip, side orientation, and proper body orientation.	PE.S1.E21.3 Strike an object with a longhandled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or object tossed by teacher.	PE.S1.E21.4 Strike an object with a longhandled implement (e.g., hockey stick, golf club, bat), demonstrating three of the five critical elements of a mature pattern for the implement in practice tasks (e.g., grip, stance, body orientation, swing plane, and follow-through).	PE.S1.E21.5 A. Strike a dynamic object with a long-handled implement using a mature pattern in small-sided games. B. Combine striking with a long handled implement (e.g., bat, hockey stick) with receiving and traveling skills in smallsided games.
Jumping Rope	PE.S1.E22.K A. Execute a single jump with a selfturned rope. B. Jump a long rope with teacherassisted turning.	PE.S1.E22.1 A. Jump forward or backward consecutively using a selfturned rope. B. Jump a long rope up to five times consecutively with teacherassisted turning.	PE.S1.E22.2 A. Jump a selfturned rope consecutively forward and backward with a mature pattern. B. Jump a long rope five times consecutively with studentassisted turning.	PE.S1.E22.3 Perform intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.	PE.S1.E22.4 Create and perform a jump rope routine with either a short or long rope.	PE.S1.E22.5 Create and perform a jump rope routine with a partner using either a long or short rope.
Outdoor Pursuits and Adventure Activities	[redacted]	PE.S1.E23.1 Identify at least two basic skills needed to perform teacherdirected activity.	PE.S1.E23.2 Demonstrate at least two critical skills needed to perform teacherdirected activity.	PE.S1.E23.3 Demonstrate at least three critical skills needed to perform teacherdirected activity.	PE.S1.E23.4 Demonstrate at least four critical skills needed to perform teacherdirected activity.	PE.S1.E23.5 Demonstrate five or more critical skills needed to perform a teacher-directed activity.
Acquatics	Preferably taught at elementary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. Please reference the American Red Cross "Learn to Swim and Achieve" and the Aquatic Skills and Safety table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).					
Acquatics: Swim Skills	PE.S1.E24.K Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.1 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.2 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.3 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.4 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.5 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.

Physical Education - Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement and

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Movement Concepts: Space	PE.S2.E1.K A. Differentiate between movement in personal (selfspace) and general space. B. Move in personal space to a rhythm.	PE.S2.E1.1 Move in selfspace and general space in response to designated beats or rhythms.	PE.S2.E1.2 Combine locomotor skills in general space to a rhythm.	PE.S2.E1.3 Recognize and create open space in various physical activities.	PE.S2.E1.4 A. Apply the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). B. Apply the concept of closing spaces in small-sided practice tasks. C. Dribble in general space with changes in direction and speed.	PE.S2.E1.5 Combine spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and smallsided games, including those from other cultures.
Movement Concepts: Pathways, Shapes, and Levels	PE.S2.E2.K Travel in three different pathways (e.g., straight line, curved line, and zigzag).	PE.S2.E2.1 A. Travel demonstrating low, middle, and high levels. B. Travel demonstrating a variety of relationships with objects (e.g., over, under, around, through).	PE.S2.E2.2 Combine shapes, levels, and pathways into simple travel, dance, and gymnastics sequences.	PE.S2.E2.3 Recognize and perform locomotor skills specific to a wide variety of physical activities.	PE.S2.E2.4 Combine movement concepts with skills in smallsided practice tasks, gymnastics, and dance environments.	PE.S2.E2.5 Combine movement concepts with skills in smallsided games, including those from other cultures, gymnastics, and dance with selfdirection.

Movement Concepts: Speed, Direction, and Force	PE.S2.E3.K Travel in general space at different speeds.	PE.S2.E3.1 A. Differentiate between fast and slow speeds. B. Differentiate between strong and light force.	PE.S2.E3.2 Vary time and force with gradual increases and decreases.	PE.S2.E3.3 Combine movement concepts (e.g., direction, level, force, time) with skills as directed by the teacher.	PE.S2.E3.4 A. Apply the movement concepts of speed, endurance, and pacing for running. B. Apply the concepts of direction and force when striking an object (e.g., hands, short-handled implement), sending it toward a designated target.	PE.S2.E3.5 A. Apply movement concepts to strategy in small-sided game situations, including those from other cultures. B. Apply the concepts of direction and force to strike an object (e.g., hands, long-handled implement) in small-sided games. C. Analyze movement situations and apply movement concepts (e.g., force, direction, speed, pathways, and extensions) in small-sided game environments, including those from other cultures, dance, and gymnastics
Movement Concepts: Strategy and Tactics	[redacted]			PE.S2.E4.3 A. Apply simple strategies and tactics in chasing activities. B. Apply simple strategies and tactics in fleeing activities.	PE.S2.E4.4 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in practice tasks of invasion and fielding, net and wall, target, and fielding and striking activities.	PE.S2.E4.5 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in smallsided invasion and fielding, net and wall, target, and fielding and striking games, including those from other cultures.
Aquatics	Preferably taught at elementary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. Please reference the American Red Cross "Learn to Swim and Achieve" and the Aquatic Skills and Safety table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).					
Aquatics: Safety	PE.S2.E5.K Understand and follow safety concepts as described by the American Red Cross for levels one through three.	PE.S2.E5.1 Understand and follow safety concepts as described by the American Red Cross for levels three and four.	PE.S2.E5.2 Understand and follow safety concepts as described by the American Red Cross for level four.	PE.S2.E5.3 Understand and follow safety concepts as described by the American Red Cross for levels four and five.	PE.S2.E5.4 Understand and follow safety concepts as described by the American Red Cross for level five.	PE.S2.E5.5 Understand and follow safety concepts as described by the American Red Cross for levels five and six.

Physical Education - Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical

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Physical Activity Knowledge	PE.S3.E1.K Identify active play opportunities in and out of school.	PE.S3.E1.1 Explain the importance of daily physical activity.	PE.S3.E1.2 Discuss the benefits of being active, playing, and exercising.	PE.S3.E1.3 A. Identify risks associated with physical inactivity. B. Understand the physical activity recommendati ons for youth.	PE.S3.E1.4 Identify factors that motivate or deter daily participation in physical activity.	PE.S3.E1.5 Describe how daily physical activity recommendations lead to a healthy body.
Fitness Knowledge: Cardiorespiratory Endurance	PE.S3.E2.K A. Recognize and model the visible and physical signs that are related to vigorous movement. (e.g., sweating, heavy breathing, heart beating faster). B. Recognize exercising the heart helps keep the body healthy.	PE.S3.E2.1 A. Identify the heart as a muscle that grows stronger with exercise, play and physical activity. B. Identify activities that build muscle and increase heart rate and lung capacity.	PE.S3.E2.2 A. Identify personal Rate of Perceived Exertion (RPE) using the Borg scale. B. Identify where and how to find pulse.	PE.S3.E2.3 A. Uses the rate of Perceived Exertion (RPE) scale to distinguish between moderate and vigorous heart rate. B. Identify where and how to find and count heart rate.	PE.S3.E2.4 A. Identify target heart rate zone for moderate-tovigorous intensity activities (60%-80%). B. Categorizes cardiorespiratory endurance as one component of health-related fitness.	PE.S3.E2.5 A. Compare personal heart rate or Moderate to Vigorous Physical Activity (MVPA) effort with ageappropriate target heart rate zone. B. Analyze personal fitness levels and data for cardiorespiratory endurance and determine strategies for improvement. C. Differentiate and illustrate examples of cardiorespiratory endurance.
Fitness Knowledge: Muscular Strength and Endurance	PE.S3.E3.K Recognize the body has bones and muscles.	PE.S3.E3.1 Describe the connection between muscles and one's ability to move.	PE.S3.E3.2 Identify basic exercises to improve muscular strength and endurance.	PE.S3.E3.3 Define the concepts of muscular endurance and muscular strength and provide examples of physical activities that enhance these components.	PE.S3.E3.4 A. Identify which exercise (or fitness assessment) corresponds with measuring muscular strength and endurance. B. Categorize muscular strength and endurance as one component of health-related fitness.	PE.S3.E3.5 A. Analyze personal fitness levels and data for muscular strength and endurance and determine strategies for improvement. B. Differentiate and illustrate examples of muscular strength and endurance.
Fitness Knowledge: Flexibility	PE.S3.E4.K Identify the body part involved when stretching.	PE.S3.E4.1 A. Identify ways to stretch muscles in the upper and lower body. B. Explain why it is safer to stretch a warm muscle rather than a cold muscle.	PE.S3.E4.2 Identify basic stretches to improve flexibility.	PE.S3.E4.3 Demonstrate warm-up and cool-down activities that enhance muscle flexibility and recognize the value of increased flexibility when participating in physical activity.	PE.S3.E4.4 A. Explain why a particular stretch is appropriate preparation for a specific physical activity. B. Identify flexibility as a component of health-related fitness.	PE.S3.E4.5 A. Analyze personal fitness levels and data for flexibility and determine strategies for improvement. B. Differentiate and illustrate examples of flexibility.
Fitness Knowledge: Body Composition	[redacted]			PE.S3.E5.3 Demonstrate the basic concept of body composition (eating well + being active = healthy body composition).	PE.S3.E5.4 A. Describe the effect of sustained physical activity and the body's ability to burn calories (energy in=energy out). B. Identify body composition as a component of health-related fitness.	PE.S3.E5.5 Describe the short- and longterm benefits of maintaining a healthy body composition.
Fitness Knowledge: Skill-related Fitness				[redacted]	PE.S3.E6.4 Identify the components of skill-related fitness.	PE.S3.E6.5 Define skillrelated and health-related fitness.
Knowledge Application	PE.S3.E7.K Demonstrate knowledge of physical activity and fitness (listed above) related to increasing heart rate, engaging different muscles, and performing various stretches during activity.	PE.S3.E7.1 Apply knowledge of physical activity and fitness as listed above to increase cardiorespiratory fitness, flexibility, muscular strength, and endurance.	PE.S3.E7.2 A. Apply knowledge of physical activity and fitness as listed above to demonstrate personal awareness of RPE and how to find a pulse. B. Select and identify preferred activities that increase cardiorespirat ory fitness, flexibility, muscular strength, and endurance.	PE.S3.E7.3 Apply knowledge of physical activity and fitness as listed above to evaluate (RPE, MVPA, heart rate) their engagement of the five components of fitness.	PE.S3.E7.4 Apply knowledge of physical activity and fitness as listed above to understand and demonstrate the connections between healthrelated fitness components and various fitness activities.	PE.S3.E7.5 Apply knowledge of physical activity and fitness as listed above to analyze personal development in the health-related fitness components and recognize what activities will help to perform in a healthy fitness zone.
Assessment and Program Planning	[redacted]		PE.S3.E8.2 Participate in health-related fitness components working toward building strength and competence using self-assessment and peer assessment skills during practice fitness activities.	PE.S3.E8.3 Demonstrate, with teacher guidance, the health-related fitness components.	PE.S3.E8.4 A. Complete fitness assessments (pre and post). B. Identify areas of needed remediation from personal assessment with teacher guidance. C. Identify strategies for progress in areas for remediation.	PE.S3.E8.5 A. Analyze results of fitness assessment (pre and post), comparing results to fitness components for good health. B. Design a fitness plan to address ways to use physical activity to enhance fitness.
Nutrition	PE.S3.E9.K Recognize that food provides energy for physical activity.	PE.S3.E9.1 Differentiate between healthy and unhealthy food.	PE.S3.E9.2 Recognize the balance of good nutrition and hydration with physical activity.	PE.S3.E9.3 Identify foods that are nutrientdense.	PE.S3.E9.4 Discuss the importance of proper hydration.	PE.S3.E9.5 Identify the components on "My Plate" and how they contribute to overall wellbeing.

Physical Education - Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.

Learning Priority	Kindergarten	First	Second	Third	Fourth	Fifth
Safety	PE.S4.E1.K Identify how to safely participate with peers and safely use equipment while following teacher directives.	PE.S4.E1.1 Safely participate with peers and equipment in a variety of physical activity settings with teacher reminders.	PE.S4.E1.2 Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders.	PE.S4.E1.3 Describe and demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders. (WSELC 22)	PE.S4.E1.4 Apply safety practices with peers and equipment in a variety of physical activity settings.	PE.S4.E1.5 Independently choose to apply safety practices with peers and equipment in a variety of physical activity settings.
Social Awareness: Procedures and Protocols	PE.S4.E2.K Recognize the established protocol for the learning environment. (WSELC 21)	PE.S4.E2.1 Exhibit the established protocols for the learning environment.	PE.S4.E2.2 Recognize the role of procedures and protocols in the learning environment.	PE.S4.E2.3 Demonstrate positive behavior as established by procedures and protocols in the learning environment. (WSELC 21)	PE.S4.E2.4 Apply the procedures and protocols in the learning environment.	PE.S4.E2.5 Independently choose to apply the procedures and protocols in various learning environments.
PE.S4.E3 Social Awareness	PE.S4.E3.K Recognize everyone has similarities and differences with teacher guidance. (WSELC 14)	PE.S4.E3.1 Identify similarities and differences between peers with minimal or no teacher guidance.	PE.S4.E3.2 Demonstrate respect of individual differences with teacher guidance.	PE.S4.E3.3 Demonstrate respect of individual differences without teacher guidance. (WSELC 14)	PE.S4.E3.4 Praise the performance of others.	PE.S4.E3.5 Recognize differences and includes others.
Selfmanagement: Goal Setting	PE.S4.E4.K Demonstrate curiosity, risktaking, and willingness to engage in new experiences with teacher guidance. (WSELC 10)	PE.S4.E4.1 Identify and apply steps and strategies to complete a simple goal with teacher guidance.	PE.S4.E4.2 Identify and apply steps and strategies to complete a simple goal with minimal teacher guidance.	PE.S4.E4.3 Identify simple goals for improvement of personal well-being. (WSELC 10)	PE.S4.E4.4 Create and implement an action plan towards meeting a goal.	PE.S4.E4.5 Assess level of engagement in their own learning for the achievement of personal goals. (WSELC 10)
Relationship Skills: Feedback	PE.S4.E5.K Adapt behavior based on teacher directives. (WSELC 17)	PE.S4.E5.1 Understand how feedback can improve performance.	PE.S4.E5.2 Accept specific teacher-directed feedback.	PE.S4.E5.3 Accept and implement specific feedback from peers to adapt performance with teacher guidance.	PE.S4.E5.4 Independently adapt performance based on peer feedback. (WSELC 17)	PE.S4.E5.5 Independently and respectfully offers and responds appropriately to feedback.
Relationship Skills: Conflict Resolution	PE.S4.E6.K Identify and communicate needs in conflict situations with teacher guidance. (WSELC 19)	PE.S4.E6.1 Identify and communicate needs in conflict situations with minimal teacher guidance.	PE.S4.E6.2 Recognize individual perspectives may vary from person to person.	PE.S4.E6.3 Identify and explain others' perspectives during conflicts. (WSELC 19)	PE.S4.E6.4 Identify basic conflict resolution strategies for resolving conflict constructively and civilly.	PE.S4.E6.5 Identify cause and effect of a conflict and implement basic strategies to constructively and civilly resolve differences with teacher guidance. (WSELC 19)
Decision-making	PE.S4.E7.K Recognize that they have choices in how to respond to situations with teacher guidance. (WSELC 20)	PE.S4.E7.1 Recognize that they have choices in how to respond to situations with minimal teacher guidance.	PE.S4.E7.2 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance. (WSELC 20)	PE.S4.E7.3 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance.	PE.S4.E7.4 Evaluate possible choices and the consequences of those choices with teacher guidance.	PE.S4.E7.5 Evaluate possible choices, the consequences of those choices, and demonstrate a constructive choice with teacher guidance. (WSELC 20)

Physical Education - Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction

Learning Priority	Kindergarten	First	Second	Third	Fourth	Fifth
Health and Wellbeing	PE.S5.E1.K Recognize that physical activity is important for overall health and well-being.	PE.S5.E1.1 Identify physical activity as a component of overall health and well-being.	PE.S5.E1.2 Identify different types of physical activity that positively impact overall health and well-being.	PE.S5.E1.3 Recognize the value of balancing physical activity and well-being.	PE.S5.E1.4 Discuss the relationship between physical activity and well-being.	PE.S5.E1.5 Examine the health benefits of physical activity and well-being.
Self-awareness and Selfmanagement: Challenge and Growth Mindset	PE.S5.E2.K Engage in meaningful learning through attempting, repeating, and exploring a variety of experiences and activities. (WSELC 11)	PE.S5.E2.1 Recognize that attempting and repeating activities can lead to success.	PE.S5.E2.2 Persist toward reaching a goal despite setbacks with teacher guidance.	PE.S5.E2.3 Persist toward reaching a goal despite setbacks with minimal teacher guidance. (WSELC 11)	PE.S5.E2.4 Identify strategies to persist and maintain motivation when challenged. (WSELC 11)	PE.S5.E2.5 Apply strategies to persist and maintain motivation when challenged.
Self-expression, Social Interaction, and Enjoyment	PE.S5.E3.K Identify physical activities that are enjoyable with or without others.	PE.S5.E3.1 A. Describe positive feelings that result from participating in physical activities with self or with friends. B. Discuss personal reasons (i.e., the "why") for enjoying physical activities.	PE.S5.E3.2 Identify physical activities that provide selfexpression (e.g., dance, gymnastics routines, practice tasks in game environments).	PE.S5.E3.3 Reflect on the reasons for enjoying selected physical activities	PE.S5.E3.4 Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner and small-group physical activities.	PE.S5.E3.5 Participate in different physical activities for enjoyment and challenge and analyze reasons for the feeling of enjoyment.