GRADES K-5 OVERVIEW

The physical education program for Grades K-5 focuses on physical literacy by emphasizing the introduction and refinement of fundamental motor skills and introducing sport skills and modified games. Students are introduced to the concept that physical activity is an essential component of physical literacy and are encouraged to develop a sense of responsibility in making lifestyle choices. Health-related fitness content is introduced and integrated into physical education lessons to provide students with the ability to make healthy choices and to stress the importance of physical activity for social, mental, and physical health, all of which contribute to wellness for a lifetime.

Students in Grades K-2 often have hearts and lungs that are small in relation to height and weight, head size not in proportion to body size, and tissues and bones that are somewhat soft. These characteristics may contribute to students' lack of endurance in sustained activities and difficulty in balance activities. Students experience a slow, steady growth rate and have limited muscular strength. Locomotor and non-locomotor skills are introduced in Kindergarten and are practiced and refined through Grade 2.

Students in Grades K-2 have limited attention spans and a high degree of curiosity and creativity. Students at this level begin to express individual opinions and understand the concept of teamwork. Social development is emphasized in the Grades K-2 physical education program. Content standards stress active but safe participation, adherence to class routine, the ability to take turns and share, demonstration of good sportsmanship, and the ability to resolve differences among themselves.

The focus of the Grades K-2 physical education program is on the acquisition of fundamental motor skills integrated with a variety of movement concepts. These activities require concentration and repetition where students are challenged and actively engaged in manipulating materials, solving problems, and applying movement skills and concepts. In addition, these young students require frequent transitions and activities of short duration. Learning opportunities will progress from individual to partner then to small group activities.

In Grades 3-5, students exhibit greater attention spans, increased small muscle control, and enhanced cognitive capacities. Students' physical characteristics include steady growth, with girls developing more rapidly than boys; more refined gross motor and manipulative skills; highly developed balance skills; and improved body control. The development of locomotor skills is relatively complete.

During this developmental period, most students progress from being teacher-dependent to being self-guided. Students in this stage are capable of increased cooperation and sportsmanship and can solve problems and conflicts when given appropriate support and guidance. They develop socially and emotionally and become more concerned with pleasing their peers. Content standards require students to work together to promote cooperative and competitive social skills, responsible behavior, and positive attitudes regarding participation in the physical education setting.

Large-group activities and modified game settings are introduced, while individual and small-group activities are still encouraged for skill development. Although students often become very interested in competitive activities, competition should not be the primary focus of a quality physical education program.

With the rise in obesity and disease associated with a lack of physical activity, it is imperative that students in Grades K-5 learn to make responsible lifestyle choices. Content standards are designed to develop proficiency in movement concepts, support physiological principles regarding physical activity, and promote healthy behaviors that lead to physical literacy for life.

Grades K-5 Standards

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of a physically active lifestyle.

Anchor Standard 1: Motor Skills and Movement Patterns*: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.*						
Standard 1	**Kindergarten** *Students can:*	**Grade 1** *Students can:*	**Grade 2** *Students can:*	**Grade 3** *Students can:*	**Grade 4** *Students can:*	**Grade 5** *Students can:*
1.1 **Locomotor Skills** *Hopping, galloping, jogging, running, sliding, skipping, jumping, leaping*	**K-1.1** Attempt to hop, gallop, jog, run, slide, skip, jump, and leap while maintaining balance.	**1-1.1** Demonstrate correct form for hopping, galloping, and sliding.	**2-1.1** Demonstrate correct form for skipping.	**3-1.1** Demonstrate correct form for leaping.	**4-1.1** Apply locomotor skills in a variety of individual, partner, and small group activities and dance/rhythm.	**5-1.1** Demonstrate correct form of locomotor skills in a variety of individual, partner, and small group activities and dance/rhythm.
1.2 **Locomotor Skills** *Jogging, running*	*Developmentally appropriate/ emerging outcomes first appear in Grade 2.*	*Developmentally appropriate/ emerging outcomes first appear in Grade 2.*	**2-1.2** Demonstrate correct form for jogging and running.	**3-1.2** Travel showing differentiation in pacing when jogging and running.	**4-1.2** Demonstrate correct pacing for distance running.	**5-1.2** Apply appropriate form and pacing for running a variety of distances.
APE accommodation suggestions: *Sliding, galloping, jogging, and running* – Hand over hand to assist in increasing speed and balance, fast pace walking, shorten distance, and peer assistance (sliding – step together step, side to side).						
1.3 **Locomotor Skills** *Jumping and landing*	**K-1.3** Perform jumping and landing actions.	**1-1.3** Perform jumping and landing actions with balance.	**2-1.3** Use a variety of one- and two-footed take-offs and landings.	**3-1.3** Use correct form for jumping and landing.	**4-1.3** Combine jumping and landing patterns with locomotor and manipulative skills.	**5-1.3** Apply jumping and landing patterns with locomotor and manipulative skills in individual, partner, and small group activities.
***APE accommodation suggestions*:** *Hopping, jumping, and leaping* – Hand over hand to assist with balance. Examples: mini trampoline, rope on floor, and peer assistance.						

Anchor Standard 1: Motor Skills and Movement Patterns*: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* (Continued)						
1.4 **Locomotor Skills** *Dance/Rhythmic Activities*	**K-1.4** Apply rhythmic expression in response to music.	**1-1.4** Combine locomotor, non-locomotor, and manipulative skills in rhythmic activities. Examples: use rhythm sticks, scarves, ribbons while dancing or marching	**2-1.4** Demonstrate directionality in simple folk, line, partner, and circle dances and rhythmic routines.	**3-1.4** Perform teacher-selected and developmentally appropriate dance steps, movement patterns, and rhythmic activities.	**4-1.4** Combine locomotor movement patterns and dance steps to create and perform an original dance.	**5-1.4** Demonstrate rhythms and patterns that combine locomotor skills in both cultural and creative dances, alone and with a group.
APE accommodation suggestions: Slower music, poly spots and/or arrows on floor for direction, break the dance steps/movements down into small parts for additional review/practice, and peer assistance.						
1.5 **Non-locomotor Skills* (stability)** *Balance*	**K-1.5** Use different bases of support to maintain momentary stillness.	**1-1.5** Maintain stillness on different bases of support with different body shapes.	**2-1.5** Balance on different bases of support, combining levels and shapes.	**3-1.5** Balance on different bases of support, demonstrating muscular tension and extensions of body parts.	**4-1.5** Balance on different bases of support in multiple levels and shapes while utilizing a variety of equipment.	**5-1.5** Combine balance and transferring weight in a sequence or dance with a partner.
***APE accommodation suggestions*:** Hand over hand assistance, peer assistance, modeling, and doing activities on the floor instead of on equipment.						

Anchor Standard 1: Motor Skills and Movement Patterns*: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* (Continued)						
1.6 **Non-locomotor Skills* (stability)** *Curling and stretching; twisting and bending*	**K-1.6** Attempt to create wide, narrow, curled, and twisted body shapes by curling and stretching.	**1-1.6** Create wide, narrow, curled, and twisted body shapes by curling and stretching.	**2-1.6** Differentiate among twisting, curling, bending, and stretching actions.	**3-1.6** Move into and out of curling, twisting, and stretching positions.	**4-1.6** Create sequences using curling, twisting, and stretching actions.	**5-1.6** Perform curling, twisting, and stretching actions with correct application in dance, individual, partner, and small group activities.
***APE accommodation suggestions*:** Hand over hand assistance and modeling.						
1.7 **Non-locomotor Skills (stability)** *Weight transfer, rolling*	K-1.7 Attempt to transfer weight from one body part to another: a. In self-space. Examples: three body parts to two body parts, crab walk position to plank position b. By rolling sideways in multiple body shapes. Examples: log roll, egg roll, pencil roll	1-1.7 Transfer weight from one body part to another in self-space with both narrow and curled body shapes.	2-1.7 Transition weight from various bases of support by: • Transferring weight from feet to different body parts while maintaining balance. • Rolling in different directions with both a narrow and curled body shape.	**3-1.7** Transfer weight from feet to hands for momentary weight support both individually and in various partner stunts and counter balance. Examples: tripod balance, headstand, back to back, wheelbarrow, toe to toe stand	**4-1.7** Combine traveling with balance and weight transfers to create a sequence with or without equipment.	**5-1.7** Transfer weight in movement patterns by combining actions and balances to create a sequence with a partner, with or without equipment.
***APE accommodation suggestions*:** Rolling – hand over hand assistance; peer assistance and modeling.						

**Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.*

Anchor Standard 1: Motor Skills and Movement Patterns*: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* (Continued)						
1.8 **Manipulative Skills** *Underhand and overhand throw*	**K-1.8** Attempt underhand and overhand throw.	**1-1.8** Throw underhand and overhand with hand/foot opposition.	**2-1.8** Throw underhand and overhand, demonstrating correct form with hand/foot opposition.	**3-1.8** Throw underhand and overhand to a partner or target with accuracy.	**4-1.8** Throw underhand and overhand to a partner or target for accuracy and distance.	**5-1.8** Throw underhand and overhand using correct form in dynamic environments.
***APE accommodation suggestions*:** Provide a variety of sizes, shapes, textures, and inflation levels of objects to make throwing more successful; also use ball launchers.						
1.9 **Manipulative Skills** *Catching*	**K-1.9** Attempt to catch a dropped ball from varying heights.	**1-1.9** Catch various sizes of soft objects from a self-toss before they hit the ground.	**2-1.9** Catch a self-tossed or well-thrown object with hands, not trapping or cradling against the body.	**3-1.9** Catch a ball thrown by a partner, demonstrating correct form.	**4-1.9** Catch a ball, thrown at varying levels and distances by a partner, with correct form.	**5-1.9** Catch with correct form in dynamic individual, partner, and small group activities.
***APE accommodation suggestions*:** Decrease distance ball is tossed, rolled, or bounced; and provide students the opportunity to catch an object using a bucket or basket. Good objects to use for catching: stuffed animal, beach ball, scarf, deflated ball, foam ball, fleece ball, and a balloon (be aware of latex allergies).						
1.10 **Manipulative Skills** *Dribbling and/or ball control with hands*	**K-1.10** Attempt to dribble a ball with one hand using consecutive contacts.	**1-1.10** Dribble continuously in a stationary position, using the preferred hand.	**2-1.10** Dribble continuously in self-space and while traveling, with preferred hand, demonstrating correct form.	**3-1.10** Dribble and travel continuously in general space at varying speeds, demonstrating control of ball and body.	**4-1.10** Dribble continuously with both the preferred and the non-preferred hands, using correct form.	**5-1.10** Dribble continuously with both the preferred and the non-preferred hands in dynamic individual, partner, and small group activities.
1.11 **Manipulative Skills** *Dribbling/ball control with feet*	**K-1.11** Tap a ball forward, using inside of foot.	**1-1.11** Walk while tapping a ball, using alternating feet.	**2-1.11** Dribble with alternating feet, demonstrating control of ball and body.	**3-1.11** Dribble with alternating feet, demonstrating control of ball and body at varying speeds.	**4-1.11** Dribble with the feet in general space with control of ball and body in a dynamic setting.	**5-1.11** Apply foot dribbling in individual, partner, and small group activities.
APE accommodation suggestions: Use large playground ball; drop and catch, alternating dribble with peer or tethered ball.						

Anchor Standard 1: Motor Skills and Movement Patterns*: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* (Continued)						
1.12 **Manipulative Skills** *Passing and receiving with feet*	**K-1.12** Attempt to pass and trap a slow-moving ball.	**1-1.12** Pass and trap a moving ball in a static environment, demonstrating correct form.	**2-1.12** Pass and trap a ball with accuracy to a partner, using varying force and distance.	**3-1.12** Pass and receive a ball with a stationary partner, using the outsides and insides of the feet to and absorbing force on reception before returning the pass.	**4-1.12** Pass and receive a ball with a moving partner, using both feet and demonstrating control of ball and body at varying speeds.	**5-1.12** Apply passing and receiving with either foot in partner and small group activities, using correct form.
***APE accommodation suggestions*:** Use larger ball and/or larger targets.						
1.13 **Manipulative Skills** *Kicking, punting*	**K-1.13** Kick a stationary ball, planting foot and making contact with shoelaces.	**1-1.13** Approach a stationary ball, make contact below center line, and kick it forward.	**2-1.13** Demonstrate kicking skills by: • Using a running approach towards a stationary ball with correct form. • Attempting to make contact with a moving ball. • Attempting to kick a dropped ball/object, making contact with shoelaces.	**3-1.13** Demonstrate a continuous running approach to kick a ball along the ground and in the air.	**4-1.13** Demonstrate kicking skills using correct form with: • A ball at a target for accuracy from varying distances. • A dropped ball/ object, making contact with shoelaces.	**5-1.13** Demonstrate correct form in kicking and punting in partner and small-group activities.

Anchor Standard 1: Motor Skills and Movement Patterns*: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.*						
1.14 **Manipulative Skills** *Volleying, overhead and underhand*	**K-1.14** Independently volley a lightweight object with varying body parts. Examples: balloon, beach ball, foam ball	**1-1.14** Independently volley a lightweight object upward with consecutive hits.	**2-1.14** Demonstrate volleying lightweight objects with partner.	**3-1.14** Demonstrate volleying a ball with an underhand and overhand technique with a partner.	**4-1.14** Demonstrate volleying a ball using a two-hand overhead and underhand technique, sending it upwards toward a target.	**5-1.14** Demonstrate volleying a ball with a two-hand overhead and underhand technique, in a dynamic environment. Examples: two square, four square, handball, spike ball
APE accommodation suggestion: Lightweight object could include larger and/or more colorful object/ball or object of contrasting colors: suspended tether ball.						
1.15 **Manipulative Skills** *Striking, short implement*	**K-1.15** Attempt to strike a lightweight object with a paddle or other short-handled implement.	**1-1.15** Demonstrate striking a lightweight object upward with a short-handled implement.	**2-1.15** Demonstrate striking a lightweight object upward with a short-handled implement, using consecutive hits.	**3-1.15** Demonstrate striking a lightweight object with a short-handled implement, sending it forward over a low net or to a wall while demonstrating correct form.	**4-1.15** Demonstrate striking a lightweight object with a short-handled implement, alternating hits with a partner over a low net or against a wall.	**5-1.15** Apply the skill of striking an object consecutively using a short-handled implement in competitive or cooperative game environments.
***APE accommodation suggestion*:** Use longer or shorter implements for student success in controlling the implement; and hand over hand assistance.						
1.16 **Manipulative Skills** *Striking, long implement (hockey stick, putter, noodle, bat, badminton racquet, pillow polo stick, etc.)*	**K-1.16** Attempt to strike a stationary object with a long-handled implement.	**1-1.16** Strike a stationary object with a long-handled implement using correct hand placement.	**2-1.16** Strike an object, using correct hand placement and proper body orientation.	**3-1.16** Strike a moving object with a long-handled implement, sending it forward, while using correct form.	**4-1.16** Strike an object toward a target with accuracy at varying distances.	**5-1.16** Strike an object to a target in partner and small group activities.

Anchor Standard 1: Motor Skills and Movement Patterns*: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* (Continued)						
1.17 **Manipulative Skills** *Jumping rope*	**K-1.17** Attempt a single jump with self-turned rope.	**1-1.17** Demonstrate rope skills by: • Jumping self-turned rope • Attempting to turn a long rope multiple times consecutively with a partner.	**2-1.17** Demonstrate rope skills with correct form by: • Jumping a self-turned rope consecutively forward and backward. • Jumping a long rope multiple times consecutively with student turners.	**3-1.17** Jump rope using intermediate skills for both long and short ropes. Examples: a variety of tricks, running in and out of long rope	**4-1.17** Create and perform a jump rope sequence combining a variety of skills, using either a short or long rope.	**5-1.18** Create and perform a jump rope sequence combining a variety of skills with a partner, using either a short or long rope.
***APE accommodation suggestions*:** Place rope on ground, step over self-turned rope, cut a rope in half and tie knots at ends; and provide verbal prompting.						

Anchor Standard 2: Movement and performance: ***The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.***						
Standard 2	**Kindergarten** *Students can:*	**Grade 1** *Students can:*	**Grade 2** *Students can:*	**Grade 3** *Students can:*	**Grade 4** *Students can:*	**Grade 5** *Students can:*
2.1 **Movement Concepts** *Space*	**K-2.1** Demonstrate the difference between movement in personal and general space while attempting to maintain self-control.	**1-2.1** Demonstrate moving in personal and general space while maintaining self-control, in response to designated class expectations.	**2-2.1** Apply the concept of personal and general space during class activities.	**3-2.1** Demonstrate the concept of spatial awareness in a dynamic environment.	**4-2.1** Understand the concepts of open and closed spaces in small group activities while moving or traveling.	**5-2.1** Understand and apply spatial awareness skills in a game setting.
***APE accommodation suggestions*:** Verbal prompting, redirection and/or modeling; and use directional poly spots.						
2.2 **Movement concepts** *Pathways, shapes, levels*	**K-2.2** Travel by: • Using various pathways. • Demonstrating various levels.	**1-2.2** Understand and employ a variety of relationships with objects. Examples: over, under, around, through	**2-2.2** Integrate shapes, levels, and pathways into simple movement sequences.	**3-2.2** Demonstrate shapes, levels, and pathways specific to a wide variety of physical activities.	**4-2.2** Combine movement concepts of pathways, shapes, and levels with skills in small group activities.	**5-2.2** Execute combined movement concepts of pathways, shapes, and levels with skills in various physical activity settings.

Anchor Standard 2: Movement and performance: ***The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*** **(Continued)**						
2.3 Movement Concepts *Speed, direction, force*	**K-2.3** Travel: • In general space with varying speeds. • Attempting directionality concepts. Examples: left, right, up, down, over, under	**1-2.3** Demonstrate the difference between strong and light force.	**2-2.3** Recognize and adjust exertion of force on an object required during an activity.	**3-2.3** Demonstrate the concepts of speed, direction, and force with skills applicable to a wide variety of physical activities.	**4-2.3** Combine concepts of speed, direction, and force with skills in small group activities.	**5-2.3** Execute combined concepts of speed, direction, and force with skills in various physical activity settings.
APE accommodation suggestions**:** Verbal prompting and use directional poly spots.						
2.4 Movement concepts *Strategies & tactics*	***K-2.4*** *Developmentally appropriate/emerging outcomes first appear in Grade 3.*	***1-2.4*** *Developmentally appropriate/ emerging outcomes first appear in Grade 3.*	***2-2.4*** *Developmentally appropriate/ emerging outcomes first appear in Grade 3.*	**3-2.4** Demonstrate simple strategies and tactics in chasing and fleeing activities.	**4-2.4** Demonstrate simple offensive and defensive strategies and tactics in a variety of game settings.	**5-2.4** Apply skills learned in earlier grades – simple strategies and tactics in chasing/ fleeing, offensive/ defensive strategies and tactics.

Anchor Standard 3: Physical Activity and Fitness*: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*						
Standard 3	**Kindergarten** *Students can:*	**Grade 1** *Students can:*	**Grade 2** *Students can:*	**Grade 3** *Students can:*	**Grade 4** *Students can:*	**Grade 5** *Students can:*
3.1 **Physical activity knowledge**	**K-3.1** Differentiate between active play and non-active play outside physical education class.	**1-3.1** Identify the benefits of participating in physical activity for at least 60 minutes a day.	**2-3.1** Describe the benefits of participating in moderate to vigorous activities outside physical education class.	**3-3.1** List physical activity opportunities outside physical education class.	**4-3.1** Record participation in physical activities outside physical education class.	**5-3.1** Compare and contrast fitness benefits of various physical activities.
***APE accommodation suggestions*:** Verbal prompting and peer assistance to model correct physical education participation.						
3.2 **Engagement in physical activity**	**K-3.2** Participate in physical education class.	**1-3.2** Actively engage in physical education class.	**2-3.2** Actively engage in physical education class in response to instruction and practice.	**3-3.2** Actively engage in physical education class with little or no teacher redirection.	**4-3.2** Actively engage in physical education class, both with teacher direction and independently.	**5-3.2** Actively engage in all components of physical education to the best of his/her ability.
3.3 **Fitness knowledge**	**K-3.3** Discover the connection between physical activity and change in heart rate and breathing.	**1-3.3** Verbalize how active play and physical activity strengthen the heart muscle.	**2-3.3** Identify physical activities that contribute to a high level of fitness and the importance of warm-up and cool-down related to vigorous physical activity.	**3-3.3** Describe the components of health-related fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance).	**4-3.3** Describe the difference between skill-related and health-related fitness.	**5-3.3** Identify each component of the FITT Principle (frequency, intensity, time, and type).

Anchor Standard 4: Personal and Social Behavior*: The physically literate individual exhibits responsible personal and social behavior that respects self and others.*						
Standard 4	**Kindergarten** *Students can:*	**Grade 1** *Students can:*	**Grade 2** *Students can:*	**Grade 3** *Students can:*	**Grade 4** *Students can:*	**Grade 5** *Students can:*
4.1 **Personal responsibility**	**K-4.1** Follow directions, adhere to class procedures, use equipment properly, and accept responsibility for behavior, when prompted, to create a safe environment.	**1-4.1** Acknowledge personal responsibility by using equipment and space safely and appropriately while following the rules and boundaries of the learning environment.	**2-4.1** Practice skills with minimal teacher prompting and accept responsibility for behavior and performance actions to ensure a safe environment.	**3-4.1** Display ability to work safely and independently for extended periods of time.	**4-4.1** Exhibit safe and responsible behavior in partner and small group situations.	**5-4.1** Exhibit safe and responsible behavior in a variety of physical activity contexts, environments, and facilities.
4.2 **Accepting and giving feedback**	**K-4.2** Appropriately respond to general feedback from teacher.	**1-4.2** Appropriately respond to specific feedback from the teacher.	**2-4.2** Appropriately respond to and implement specific feedback from the teacher.	**3-4.2** Listen respectfully to receive feedback from peers and adults.	**4-4.2** Give informative feedback respectfully to peers.	**5-4.2** Appropriately respond to and implement specific informative feedback from the teacher and peers.
4.3 **Working with others**	**K-4.3** Share equipment and space with peers.	**1-4.3** Work in a variety of class environments with moderate supervision. Examples: partner, small group, large group, whole class	**2-4.3** Work in a variety of class environments with minimum supervision. Examples: partner, small group, large group, whole class	**3-4.3** Acknowledge others' success in movement performance and praise their efforts.	**4-4.3** Invite players of all skill levels into the physical activity.	**5-4.3** Actively involve others of all skill levels and abilities into physical activities and group projects.
4.4 **Conflict Resolution**	**K-4.4** Demonstrate willingness to seek help for solving problems and making decisions.	**1-4.4** Identify alternative solutions to a given problem.	**2-4.4** Develop effective coping skills for dealing with problems.	**3-4.4** Use a decision-making and problem-solving model.	**4-4.4** Apply conflict-resolution skills.	**5-4.4** Apply techniques for managing stress and conflict.
***APE accommodation suggestions*:** Verbal prompting and redirecting, and peer assistance to model proper personal and social behaviors.						

Anchor Standard 5: Values Physical Activity: ***The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.***						
Standard 5	**Kindergarten** *Students can:*	**Grade 1** *Students can:*	**Grade 2** *Students can:*	**Grade 3** *Students can:*	**Grade 4** *Students can:*	**Grade 5** *Students can:*
5.1 **Health**	**K-5.1** Acknowledge that physical activity is important for good health.	**1-5.1** Identify physical activity as a component of good health.	**2-5.1** Describe the relationship between physical activity and good health.	**3-5.1** Verbalize the value of being balanced in social, emotional, physical, mental, and environmental health.	**4-5.1** Compare and contrast an active lifestyle with a sedentary lifestyle.	**5-5.1** Explain and identify the health benefits of participating in various physical activities.
5.2 **Challenge**	**K-5.2** Acknowledge that physical activities require varying degrees of challenge and difficulty.	**1-5.2** Explain that continued practice in physical activities can lead to success.	**2-5.2** Identify physical activities that build confidence and activities that are challenging.	**3-5.2** Explain the challenge that comes from learning a new physical activity.	**4-5.2** Rate physical activities based on enjoyment.	**5-5.2** Create a visual product or written essay about the enjoyment and/or challenge of participating in a favorite physical activity. Examples: poster, drawing, comic strip, creative dance, skit, media presentation
5.3 **Self-expression and enjoyment**	**K-5.3** Name physical activities that are enjoyable.	**1-5.3** Recall positive feelings that result from participating in physical activities.	**2-5.3** List physical activities that provide self-expression.	**3-5.3** Share the reasons for enjoying various physical activities.	**4-5.3** Prioritize different physical activities based on enjoyment.	**5-5.3** Explain the difference between physical activities that are enjoyable and activities that are more challenging.

Anchor Standard 5: Values Physical Activity: ***The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*** **(Continued)**						
5.4 **Social interaction**	**K-5.4** Discuss the enjoyment of active play with peers.	**1-5.4** Share personal reasons for enjoying physical activities that involve peers.	**2-5.4** Describe the positive social interactions that come when engaging with others in physical activity.	**3-5.4** Identify and compare the positive social interactions when engaging in partner, small-group, and large-group physical activities.	**4-5.4** Explain the social benefits gained from participating in physical activity at recess, in youth sports, or in other settings.	**5-5.4** Lead or teach their favorite physical activity to their peers.
APE accommodation suggestions: Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling.						