

Locomotor	5.1.1.1	Non-locomotor	5.1.2.1
Combine locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.		Combine balance and weight transfer in an educational dance and educational gymnastics sequence with a partner.	
Locomotor	5.1.1.2	Non-locomotor	5.1.2.2
Combine jumping and landing in the horizontal plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.		Combine balance and weight transfer in an educational dance and educational gymnastics sequence.	
Locomotor	5.1.1.3	Non-locomotor	5.1.2.3
Combine jumping and landing in the vertical plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.		Combine rolling with traveling and non-locomotor skills as part of an educational gymnastic sequence, with fluidity and balanced transition from one skill to the next.	

Locomotor 5.1.1.4 Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation, while maintaining rhythm in culturally relevant and creative dances.	Non-locomotor 5.1.2.4 Perform non-locomotor skills as part of an educational game, educational dance, or educational gymnastics sequence.
Non-locomotor 5.1.2.5 Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and an educational gymnastics sequence with a group.	Manipulative 5.1.3.4 Catch a thrown ball, above the head, at chest or waist level and below the waist, in small-sided games.
Manipulative 5.1.3.1 Roll and throw underhand in small-sided games.	Manipulative 5.1.3.5 Dribble with the preferred or non-preferred hand in small-sided games.

Manipulative Throw overhand within a task that requires force for distance, using a maturing pattern in closed environments.	5.1.3.2	Manipulative Dribble with the feet in small-sided games.	5.1.3.6
Manipulative Throw overhand with accuracy in small-sided games.	5.1.3.3	Manipulative Pass and receive a ball with the feet in small-sided games.	5.1.3.7
Manipulative Dribble with hands or feet in combination with other skills while controlling the ball and the body in small-sided games.	5.1.3.8	Manipulative Volley using a two-hand overhead pattern in small-sided games.	5.1.3.12
Manipulative Kick a moving ball along the ground and in the air in small-sided games.	5.1.3.9	Manipulative Strike using a short-handled implement in small-sided games.	5.1.3.13

<p>Manipulative 5.1.3.10</p> <p>Punt contacting the ball with shoelaces or top of the foot, sending it forward in practice tasks.</p>	<p>Manipulative 5.1.3.14</p> <p>Strike using a long-handled implement in small-sided games.</p>
<p>Manipulative 5.1.3.11</p> <p>Volley underhand in small-sided games.</p>	<p>Manipulative 5.1.3.15</p> <p>Combine traveling with the manipulative skills of dribbling, throwing, catching and striking with accuracy small-sided games.</p>
<p>Manipulative 5.1.3.16</p> <p>Combine jump rope skills to perform a routine using either a long or short rope, with a partner.</p>	

<p>Movement, concepts, principles, knowledge 5.2.1.1</p> <p>Apply the space awareness concepts of directions, pathways, levels and extensions in small-sided games and educational dance or educational gymnastics.</p>	<p>Movement, concepts, principles, knowledge 5.2.1.5</p> <p>Apply offensive and defensive tactics in small- sided net and wall games.</p>
<p>Movement, concepts, principles, knowledge 5.2.1.2</p> <p>Apply the relationship awareness concepts in small- sided games and educational dance or educational gymnastics.</p>	<p>Movement, concepts, principles, knowledge 5.2.1.6</p> <p>Apply distance and direction tactics in target games.</p>
<p>Movement, concepts, principles, knowledge 5.2.1.3</p> <p>Apply the effort awareness concepts of speed, force and flow in small-sided games and educational dance or educational gymnastics.</p>	<p>Movement, concepts, principles, knowledge 5.2.1.4</p> <p>Apply offensive and defensive tactics in small-sided invasion games.</p>

<p>Physical Activity Knowledge 5.3.1.1</p> <p>Chart and analyze personal participation in physical activity outside of physical education class for health benefits.</p>	<p>Assessment and program planning 5.3.4.1</p> <p>Analyze pre-and post-fitness assessment results, compare results to recommendations for good health and describe personal strategies to enhance fitness through physical activity participation.</p>
<p>Engages in Physical Activity 5.3.2.1</p> <p>Actively participates in small-sided games without teacher prompting.</p>	<p>Nutrition 5.3.5.1</p> <p>Analyze the impact of food choices relative to physical activity and personal health.</p>
<p>Fitness Knowledge 5.3.3.1</p> <p>Apply the F.I.T.T. principle for cardiorespiratory fitness to personal behaviors and identify the need for warm-up and cool down when participating in these types of activities.</p>	<p>Fitness Knowledge 5.3.3.2</p> <p>Apply the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility to personal behaviors, and identify the need for warm-up and cool down when participating in these types of activities.</p>

<p>Personal Responsibility 5.4.1.1</p> <p>Engage in physical activity while demonstrating responsible interpersonal behavior. For example: peer to peer, student to teacher, student to referee.</p>	<p>Safety 5.4.5.1</p> <p>Move safely in small-sided games, educational dance, and educational gymnastics.</p>
<p>Feedback 5.4.2.1</p> <p>Give and receive corrective feedback respectfully to and from peers.</p>	
<p>Working with others 5.4.3.1</p> <p>Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.</p>	
<p>Rules and etiquette 5.4.4.1</p> <p>Follow rules and etiquette in small-sided games, educational dance, and educational gymnastics.</p>	

<p>Health</p> <p>5.5.1.1</p> <p>Analyze participation in physical activity and describe the personal impact it has on mental-emotional health, physical health, social health, and cognitive health.</p>	<p>Self-expression and enjoyment 5.5.3.1</p> <p>Analyze physical activities based on personal levels of enjoyment, and opportunities for social interaction and self-expression.</p>
<p>Challenge</p> <p>5.5.2.1</p> <p>Analyze physical activities based on personal levels of challenge and identify ways to overcome challenges to enhance enjoyment, confidence, and willingness to participate.</p>	