



(3)

(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:

(A) practice proper foot patterns and maintain balance while hopping, galloping, running, sliding, and skipping;

Breakouts

- (i) practice proper foot patterns while hopping
- (ii) practice proper foot patterns while galloping
- (iii) practice proper foot patterns while running
- (iv) practice proper foot patterns while sliding
- (v) practice proper foot patterns while skipping
- (vi) maintain balance while hopping
- (vii) maintain balance while galloping
- (viii) maintain balance while running
- (ix) maintain balance while sliding
- (x) maintain balance while skipping

(B) practice correct technique while jumping in place, forward and backward, side to side, and quarter turns while maintaining balance;

Breakouts

- (i) practice correct technique while jumping in place while maintaining balance
- (ii) practice correct technique while jumping forward and backward while maintaining balance
- (iii) practice correct technique while jumping side to side while maintaining balance
- (iv) practice correct technique while jumping in quarter turns while maintaining balance

(C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of three skills; and

Breakouts

- (i) demonstrate visual tracking
- (ii) demonstrate visual tracing
- (iii) demonstrate simple balancing
- (iv) demonstrate cross lateralization
- (v) demonstrate sequencing of three skills

(D) spin and roll at different levels, speeds, and positions.

Breakouts

- (i) spin at different levels
- (ii) spin at different speeds
- (iii) spin at different positions
- (iv) roll at different levels
- (v) roll at different speeds
- (vi) roll at different positions

(2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:

- (A) maintain balance standing on one foot for five seconds while placing the free leg in a variety of different positions; and

Breakouts

- (i)



(iv) move in general space to beats while maintaining balance

(B)

- (A) apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games;

Breakouts

- (i) apply the skill of chasing to avoid or catch others while maintaining appropriate space and speed during a variety of games;

(iv) identify health and fitness activities in the community

(8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:

(A) identify the immediate effect of physical activity on the heart and lungs;

Breakouts

(i) identify the immediate effect of physical activity on the heart

(ii) identify the immediate effect of physical activity on the lungs

(B) explain the importance of warm-ups and cool-downs for physical activity; and

Breakouts

(i) explain the importance of warm-ups for physical activity

(ii) explain the importance of cool-downs for physical activity

(C) demonstrate exercises that promote health-related fitness.

Breakouts

(i) demonstrate exercises that promote health-related fitness

(9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:

(A) develop a health-related goal with teacher guidance; and

Breakouts

(i) develop a health-related goal with teacher guidance

(B) explain health-related data used during fitness performance.



(11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

- (A) identify proper clothing, footwear, and safety equipment for a variety of physical activities; and

Breakouts

- (i) identify proper clothing for a variety of physical activities
- (ii) identify proper footwear for a variety of physical activities
- (iii) identify proper safety equipment for a variety of physical activities

- (B) identify and describe safety precautions, including pedestrian, water, sun, and cycling safety with teacher guidance.

Breakouts

- (i) identify safety precautions, including pedestrian safety with teacher guidance
- (ii) identify safety precautions, including water safety with teacher guidance
- (iii) identify safety precautions, including sun safety with teacher guidance
- (iv) identify safety precautions, including cycling safety with teacher guidance
- (v) describe safety precautions, including pedestrian safety with teacher guidance
- (vi)



- (i) participate in moderate to vigorous physical activity on a regular basis
- (B) describe physical activity for personal enjoyment with teacher guidance.

Breakouts

- (i) describe physical activity for personal enjoyment with teacher guidance