

# Physical Education - Grade 1 Curriculum Map

| INSTRUCTIONAL TIME PERIOD | SKILLS / OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ASSESSMENT                                                                                                                                 |
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| <b>Unit 1</b>             | <p><b>Balance</b></p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Maintain a 3 second stillness on different bases of support.</li> <li>• Maintain stillness while forming their body into various shapes.</li> <li>• Perform multiple static object balances. (river stones, domes, foam blocks)</li> <li>• Demonstrate intermediate dynamic balance on low beams and objects.</li> <li>• List and describe daily events that include balance.</li> <li>• Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b></p> <p>Standard 1: PE.S1.E6.1</p> <p>Standard 3: PE.S3.E1.1</p> <p>Standard 4: PE.S4.E1.1, PE.S4.E2.1, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</p> <p>Standard 5: PE.S5.E1.1, PE.S5.E2.1, PE.S5.E3.1</p> | <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Demonstrations</li> <li>• Observations</li> <li>• Participation</li> </ul> |
| <b>Unit 2</b>             | <p><b>Bats, Racquets and Extensions</b></p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Strike a ball with a short handled implement sending it upwards.</li> <li>• Strike a ball with a broomball / hockey stick sending it forward.</li> <li>• Perform a partner volley using a lightweight object and a short handled paddle.</li> <li>• Demonstrate proper grip of a baseball / softball age appropriate bat.</li> <li>• Strike a softball size object off a tee with a baseball / softball bat sending it forward.</li> <li>• Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b></p>                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Demonstrations</li> <li>• Observations</li> <li>• Participation</li> </ul> |

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|        | <p>Standard 1: PE.S1.E20.1</p> <p>Standard 3: PE.S3.E1.1</p> <p>Standard 4: PE.S4.E1.1, PE.S4.E2.1, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</p> <p>Standard 5: PE.S5.E1.1, PE.S5.E2.1, PE.S5.E3.1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                            |
| Unit 3 | <p><b>Foot Manipulation and Kicking</b></p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Tap / Dribble a ball using the inside of their foot while walking in a general space.</li> <li>• Approach a stationary ball and kick it forward demonstrating elements of a mature toe pattern.</li> <li>• Approach a stationary ball and kick it sending it forward demonstrating elements of a mature sweep pattern.</li> <li>• Trap a moving ball using both their heel and knee.</li> <li>• Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b></p> <p>Standard 1: PE.S1.E15.1, PE.S1.E16.1</p> <p>Standard 3: PE.S3.E1.1</p> <p>Standard 4: PE.S4.E1.1, PE.S4.E2.1, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</p> <p>Standard 5: PE.S5.E1.1, PE.S5.E2.1, PE.S5.E3.1</p> | <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Demonstrations</li> <li>• Observations</li> <li>• Participation</li> </ul> |

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| <p><b>Unit 4</b></p> | <p><b>Hand Eye Coordination</b></p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Catch a juggling ball / cube with two hands off a stationary self toss.</li> <li>• Catch a juggling ball / cube with two hands delivered by a skilled thrower.</li> <li>• Catch a juggling ball / cube with two hands off a self toss while traveling in general space.</li> <li>• Partner toss / catch a scarf using a 1 or 2 hand catch. ( multiple repetitions)</li> <li>• Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b></p> <p>Standard 1: <b>PE.S1.E13.1</b></p> <p>Standard 3: <b>PE.S3.E1.1</b></p> <p>Standard 4: <b>PE.S4.E1.1, PE.S4.E2.1, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</b></p> <p>Standard 5: <b>PE.S5.E1.1, PE.S5.E2.1, PE.S5.E3.1</b></p>                                                                       | <ul style="list-style-type: none"> <li>• <b>Questioning</b></li> <li>• <b>Demonstrations</b></li> <li>• <b>Observations</b></li> <li>• <b>Participation</b></li> </ul> |
| <p><b>Unit 5</b></p> | <p><b>Large Object Manipulation</b></p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Perform advanced bounce / catch teacher directed patterns.</li> <li>• Develop and perform personal bounce / catch patterns (teach pattern to class)</li> <li>• Roll / catch a large ball during multiple repetitions with a partner using mature form.</li> <li>• Demonstrate continuous dribbles in self space using their dominant hand.</li> <li>• Perform an upward push (legs and arms) toward a low basket using a large ball.</li> <li>• Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b></p> <p>Standard 1: <b>PE.S1.E14.1</b></p> <p>Standard 3: <b>PE.S3.E1.1</b></p> <p>Standard 4: <b>PE.S4.E1.1, PE.S4.E2.1, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</b></p> <p>Standard 5: <b>PE.S5.E1.1, PE.S5.E2.1, PE.S5.E3.1</b></p> | <ul style="list-style-type: none"> <li>• <b>Questioning</b></li> <li>• <b>Demonstrations</b></li> <li>• <b>Observations</b></li> <li>• <b>Participation</b></li> </ul> |

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| <b>Unit 6</b> | <p><b>Small Object Manipulation</b></p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Throw a small object underhand demonstrating elements of a mature pattern.</li> <li>• Throw a small object overhand demonstrating elements of a mature pattern.</li> <li>• Roll a small object demonstrating elements of a mature pattern.</li> <li>• Perform a side throw demonstrating the same side foot and arm forward.</li> <li>• Roll / catch a small ball during multiple repetitions with a partner using mature form.</li> <li>• Catch a variety of different sized balls off both a self toss and delivered by a skilled thrower.</li> <li>• Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b><br/> <b>Standard 1: PE.S1.E10.1, PE.S1.E13.1</b></p> <p><b>Standard 3: PE.S3.E1.1</b></p> <p><b>Standard 4: PE.S4.E1.1, PE.S4.E2.1, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</b></p> <p><b>Standard 5: PE.S5.E1.1, PE.S5.E2.1, PE.S5.E3.1</b></p> | <ul style="list-style-type: none"> <li>• <b>Questioning</b></li> <li>• <b>Demonstrations</b></li> <li>• <b>Observations</b></li> <li>• <b>Participation</b></li> </ul> |
| <b>Unit 7</b> | <p><b>Striking</b></p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Volley a mid weight object with an open palm, sending it upward or forward, using multiple repetitions (alternate hands) in personal space, exhibiting elements of mature form.</li> <li>• Volley a mid weight object with palms / arms while traveling in general space.</li> <li>• Body juggle a lightweight object off head / knees / feet in personal space.</li> <li>• Volley a lightweight object back and forth with a partner.</li> <li>• Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b><br/> <b>Standard 1: PE.S1.E18.1</b></p> <p><b>Standard 3: PE.S3.E1.1</b></p>                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• <b>Questioning</b></li> <li>• <b>Demonstrations</b></li> <li>• <b>Observations</b></li> <li>• <b>Participation</b></li> </ul> |

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|               | <p>Standard 4: <b>PE.S4.E1.1, PE.S4.E2.1</b>, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</p> <p>Standard 5: <b>PE.S5.E1.1, PE.S5.E2.1</b>, PE.S5.E3.1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                        |
| <b>Unit 8</b> | <p><b>Traveling, Jumping and Landing</b></p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Perform hops, gallops, jogs and slides using mature form.</li> <li>• Differentiate between fast and slow speeds.</li> <li>• Differentiate between strong and light force.</li> <li>• Demonstrate travel at low, medium and high levels.</li> <li>• Demonstrate locomotor and nonlocomotor skills to dance.</li> <li>• Demonstrate relationships to objects while traveling over, under, around and through.</li> <li>• Demonstrate elements for jumping and landing (two feet) in a vertical plane.</li> <li>• Demonstrate elements for jumping and landing (two feet) in a horizontal plane.</li> <li>• Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b></p> <p>Standard 1: PE.S1.E1.1, PES1.E2.1, <b>PE.S1.E3.1</b></p> <p>Standard 2: PE.S2.E2.1, <b>PE.S2.E3.1</b></p> <p>Standard 3: PE.S3.E1.1</p> <p>Standard 4: <b>PE.S4.E1.1, PE.S4.E2.1</b>, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</p> <p>Standard 5: <b>PE.S5.E1.1, PE.S5.E2.1</b>, PE.S5.E3.1</p> | <ul style="list-style-type: none"> <li>• <b>Questioning</b></li> <li>• <b>Demonstrations</b></li> <li>• <b>Observations</b></li> <li>• <b>Participation</b></li> </ul> |

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| <p><b>Unit 9</b></p>  | <p><b>Tumbling and Body Awareness</b></p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Transfer weight from one body part to another in self space.</li> <li>• Perform advanced animal walks and crawls.</li> <li>• Roll with a narrow body shape.</li> <li>• Roll with curved body shape</li> <li>• Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b><br/> <b>Standard 1:</b> PE.S1.E5.1, PE.S1.E6.1</p> <p><b>Standard 3:</b> PE.S3.E1.1</p> <p><b>Standard 4:</b> PE.S4.E1.1, PE.S4.E2.1, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</p> <p><b>Standard 5:</b> PE.S5.E1.1, PE.S5.E2.1, PE.S5.E3.1</p>                                                                                      | <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Demonstrations</li> <li>• Observations</li> <li>• Participation</li> </ul> |
| <p><b>Unit 10</b></p> | <p><b>Rhythms, Dance and Apparatus</b></p> <p><b>The students will be able to:</b></p> <p>Dance:</p> <ul style="list-style-type: none"> <li>• Combined locomotor and non locomotor skills in teacher designed dance.</li> <li>• Move in self and general space in response to designated beats / rhythms.</li> <li>• Perform various line and circle dances.</li> </ul> <p>Apparatus:</p> <ul style="list-style-type: none"> <li>• Jump forward and backward consecutively using a self turned rope.</li> <li>• Jump 5 consecutive times over a long rope.</li> <li>• Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b><br/> <b>Standard 1:</b> PE.S1.E3.1, PE.S1.E22.1</p> <p><b>Standard 2:</b> PE.S2.E1.1</p> <p><b>Standard 3:</b> PE.S3.E1.1</p> | <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Demonstrations</li> <li>• Observations</li> <li>• Participation</li> </ul> |

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|                | <p>Standard 4: <b>PE.S4.E1.1, PE.S4.E2.1</b>, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</p> <p>Standard 5: <b>PE.S5.E1.1, PE.S5.E2.1</b>, PE.S5.E3.1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                        |
| <b>Unit 11</b> | <p><b>Flee, Chase, Dodge and Guard</b></p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Travel in relationship to situation and players involved during activities.</li> <li>• Demonstrate understanding while participating in mid level large group tag activities.</li> <li>• Explain and perform protection of various objects while using their body as a blocking / guarding obstacle.</li> <li>• Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b></p> <p>Standard 1: <b>PE.S1.E23.1</b></p> <p>Standard 3: <b>PE.S3.E1.1</b></p> <p>Standard 4: <b>PE.S4.E1.1, PE.S4.E2.1</b>, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</p> <p>Standard 5: <b>PE.S5.E1.1, PE.S5.E2.1</b>, PE.S5.E3.1</p> | <ul style="list-style-type: none"> <li>• <b>Questioning</b></li> <li>• <b>Demonstrations</b></li> <li>• <b>Observations</b></li> <li>• <b>Participation</b></li> </ul> |
| <b>Unit 12</b> | <p><b>Huff, Puff and Stuff</b></p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Continue to engage in and increase moderate to vigorous aerobic activity as part of Fitness Friday. (obstacle courses, fitness stations)</li> <li>• Identify and explain how the heart muscle strengthens with exercise and play.</li> <li>• Describe two health benefits of activity / play.</li> <li>• Describe aerobic fitness activities they enjoy participating in.</li> <li>• Practice related fitness tests.</li> <li>• Recognize smart food choices, healthy vs unhealthy.</li> <li>• Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b></p>                                                                               | <ul style="list-style-type: none"> <li>• <b>Questioning</b></li> <li>• <b>Demonstrations</b></li> <li>• <b>Observations</b></li> <li>• <b>Participation</b></li> </ul> |

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|                | <p>Standard 2: PE.S2.E1.1, PE.S2.E2.1, <b>PE.S2.E3.1</b></p> <p>Standard 3: PE.S3.E1.1, PE.S3.E2.1, PE.S3.E3.1, PE.S3.E7.1, PE.S3.E9.1</p> <p>Standard 4: <b>PE.S4.E1.1, PE.S4.E2.1</b>, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</p> <p>Standard 5: <b>PE.S5.E1.1, PE.S5.E2.1</b>, PE.S5.E3.1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                        |
| <b>Unit 13</b> | <p><b>Push, Pull and Climb</b></p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Continue to participate in upper, core and lower body activities which increase overall strength and endurance. ( climbing, hanging, body position holds, push and pull activities)</li> <li>• Explain where muscles are located in the body, what they look like and their relationship to bones.</li> <li>• Begin to identify muscle groups used in activities and how muscular fitness helps the body function.</li> <li>• Practice related fitness tests.</li> <li>• Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b></p> <p>Standard 2: <b>PE.S2.E3.1</b></p> <p>Standard 3: PE.S3.E1.1, PE.S3.E2.1, PE.S3.E3.1, PE.S3.E7.1</p> <p>Standard 4: <b>PE.S4.E1.1, PE.S4.E2.1</b>, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</p> <p>Standard 5: <b>PE.S5.E1.1, PE.S5.E2.1</b>, PE.S5.E3.1</p> | <ul style="list-style-type: none"> <li>• <b>Questioning</b></li> <li>• <b>Demonstrations</b></li> <li>• <b>Observations</b></li> <li>• <b>Participation</b></li> </ul> |
| <b>Unit 14</b> | <p><b>Bend, Flex, Twist and Curl</b></p> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Perform various advanced curl, twist and bend actions.</li> <li>• Perform several introductory stretch holds.</li> <li>• Explain how stretching activities help build overall body fitness. (lengthen and loosen muscles)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• <b>Questioning</b></li> <li>• <b>Demonstrations</b></li> <li>• <b>Observations</b></li> <li>• <b>Participation</b></li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Participate to the best of their ability demonstrating respect, responsibility, safety and kindness toward all peers.</li> </ul> <p><b>Wisconsin Physical Education Standards:</b></p> <p><b>Standard 1: PE.S1.E7.1</b></p> <p><b>Standard 3: PE.S3.E1.1, PE.S3.E3.1, PE.S3.E4.1, PE.S3.E7.1</b></p> <p><b>Standard 4: PE.S4.E1.1, PE.S4.E2.1, PE.S4.E3.1, PE.S4.E4.1, PE.S4.E5.1, PE.S4.E6.1, PE.S4.E7.1</b></p> <p><b>Standard 5: PE.S5.E1.1, PE.S5.E2.1, PE.S5.E3.1</b></p> |  |
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Revised March 2022

### **Wisconsin Standards for Physical Education Covered in Grade 1** (Essential standards are in red.)

#### **Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.**

PE.S1.E1.1 Hop, gallop, jog, and slide using a mature pattern.

PE.S1.E2.1 Demonstrate two of the five critical elements in both jumping for distance and for height using twofoot takeoffs and landings.

**PE.S1.E3.1 Combine locomotor and non-locomotor skills in a teacher designed dance.**

PE.S1.E5.1 Roll with either a narrow or curled body shape.

PE.S1.E6.1 Maintain stillness on different bases of support with different body shapes.

PE.S1.E7.1 Demonstrate twisting, curling, bending, and stretching actions.

PE.S1.E10.1 Roll or throw underhand, demonstrating three of the five critical elements of a mature pattern.

**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 self-tossed or tossed by a skilled thrower, demonstrating two of the five critical elements.**

PE.S1.E14.1 Dribble in selfspace using the preferred hand, demonstrating two of the five critical elements of a mature 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.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.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.E20.1 Strike an object with a short handled implement, sending it upward.

PE.S1.E22.1 A. Jump forward or backward consecutively using a self turned rope. B. Jump a long rope up to five times consecutively with teacher assisted turning.

PE.S1.E23.1 Identify at least two basic skills needed to perform teacher-directed activity.

**Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.**

PE.S2.E1.1 Move in self-space and general space in response to designated beats or rhythms.

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.E3.1 A. Differentiate between fast and slow speeds. B. Differentiate between strong and light force.

**Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

PE.S3.E1.1 Explain the importance of daily physical activity.

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.E3.1 Describe the connection between muscles and one's ability to move.

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.E7.1 Apply knowledge of physical activity and fitness as listed above to increase cardiorespiratory fitness, flexibility muscular strength and endurance.

PE.S3.E9.1 Differentiate between healthy and unhealthy food.

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

PE.S4.E1.1 Safely participate with peers and equipment in a variety of physical activity settings with teacher reminders.

PE.S4.E2.1 Exhibit the established protocols for the learning environment.

PE.S4.E3.1 Identify similarities and differences between peers with minimal or no teacher guidance.

PE.S4.E4.1 Identify and apply steps and strategies to complete a simple goal with teacher guidance.

PE.S4.E5.1 Understand how feedback can improve performance.

PE.S4.E6.1 Identify and communicate needs in conflict situations with minimal teacher guidance.

PE.S4.E7.1 Recognize that they have choices in how to respond to situations with minimal teacher guidance.

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

PE.S5.E1.1 Identify physical activity as a component of overall health and well-being.

PE.S5.E2.1 Recognize that attempting and repeating activities can lead to success.

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.