

SHAPE America GLO

Reference Guide



SHAPE Grade Level Outcomes <small>STANDARD 2</small>		
Kindergarten	1 st Grade	2 nd Grade
Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)	Moves in self-space and general space in response to designated beats/rhythms. (S2.E1.1)	Combines locomotor skills in general space to a rhythm. (S2.E1.2)
Travels in three different pathways. (S2.E2.K)	Travels demonstrating low, middle, and high levels. (S2.E2.1a)	Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. (S2.E2.2)
Travels in general space with different speeds. (S2.E3.K)	Travels demonstrating a variety of relationships with objects (e.g. over, under, around, through). (S2.E2.1b)	Varies time and force with gradual increases and decreases. (S2.E3.2)
	Travels demonstrating a variety of relationships with objects (e.g. over, under, around, through). (S2.E2.1b)	
Differentiates between strong and light force. (S2.E3.1b)		

Movement Concepts- Space/Relationships/Force

SHAPE AMERICA NATIONAL STANDARD #1



The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

SHAPE Grade Level Outcomes <small>STANDARD 5</small>		
Kindergarten	1 st Grade	2 nd Grade
Recognizes that physical activity is important for good health. (S5.E1.K)	Identifies physical activity as a component of good health. (S5.E1.1)	Recognizes the value of "good health balance." (S5.E1.2)
Recognizes that some physical activities are challenging/difficult. (S5.E2.K)	Recognizes that challenge in physical activities can lead to success. (S5.E2.1)	Compares physical activities that bring confidence and challenge. (S5.E2.2)
Identifies physical activities that are challenging/difficult. (S5.E3.Ka)	Describes positive feelings that result from participating in physical activities (S5.E3.1a)	Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines, practice tasks in game environments). (S5.E3.2)
Identifies reasons for enjoyment of playing. (S5.E3.Kb)	Discusses personal reasons (i.e. the "why") for enjoying physical activities. (S5.E3.1b)	

Health/Challenge/Self-Expression/Enjoyment

SHAPE Grade Level Outcomes <small>STANDARD 3</small>		
3 rd Grade	4 th Grade	5 th Grade
Charts participation in physical activities outside physical education class. (S3.E1.3a)	Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)	Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)	Actively engages in all the activities of physical education. (S3.E2.5)
Engages in the activities of physical education class without teacher prompting. (S3.E2.3)		

Physical Activity

SHAPE Grade Level Outcomes <small>STANDARD 1</small>		
Kindergarten	1 st Grade	2 nd Grade
Forms wide, narrow, curled, and inverted body shapes. (S1.E7.Kb)	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	Balances on different bases of support, combining levels and shapes. (S1.E7.2a)
Maintains stillness in a narrow body. (S1.E9.K)	Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.E8.1)	Balances in an inverted position with stillness and supportive base. (S1.E7.2b)
Performs combinations of curling and rolling. (S1.E10.K)	Rolls with either a narrow or curled body shape. (S1.E9.1)	Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.E8.2)
	Demonstrates twisting, curling, bending, and stretching actions. (S1.E9.1)	Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)
		Differentiates among twisting, curling, bending, and stretching actions. (S1.E10.2)
		Combines balances and transfers into a 3-part sequence (i.e. dance, gymnastics). (S1.E11.2)

Non-Locomotor Movement

SHAPE Grade Level Outcomes <small>STANDARD 4</small>		
Kindergarten	4 th Grade	5 th Grade
Works cooperatively with others. (S4.E4.3a)	Praises the movement performance of others both more and less-skilled. (S4.E4.4)	Accepts, recognizes and actively involves others with both higher- and lower skill abilities into physical activities and group projects. (S4.E5.5)
Praises others for their success in movement performance. (S4.E4.3b)	Accepts "players" of all skill levels into the physical activity. (S4.E4.4b)	Critiques the etiquette involved in rules of various game activities. (S4.E5.5)
Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)	Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)	Applies safety principles with age-appropriate physical activities. (S4.E5.5)
Works independently and safely in physical activity settings. (S4.E6.3)	Works safely with peers and equipment in physical activity settings. (S4.E6.4)	

Working with others/Rules/Etiquette/Safety

ELEMENTARY SCHOOL EDITION

DISPLAY AND/OR INDICATE YOUR DAILY PE GRADE LEVEL OUTCOMES!!!

The SHAPE America Grade Level Outcomes Reference Guide- Elementary School Edition packet is a valuable physical education resource that separates the SHAPE America GLO'S by National Standard, Grade and Standard Components in an attractive visual set that can be displayed in your gym, classroom or playing area. The set includes a sign for each of the 5 SHAPE America National Standards and provides a separate GLO chart (K- 2nd and 3rd to 5th) for each component within the standard. The separation of components within each of the 5 standards makes searching for and referencing what you do in your daily lessons a BREEZE!



The SHAPE America Grade Level Outcomes Reference Guide- Elementary School Edition can be used by a physical education teacher in the following ways:

- To bind and keep for easy reference for lesson planning and yearly curriculum guiding**
- To display for teachers, students, administrators and parents to see what you do in your daily lessons**
- To display and indicate (using a marker, magnet or sticker) what you are doing on a particular day for each grade level- Great for administrators to see!!!**

The GLO'S are a fantastic reference point for planning and implementing a "Standards-Based" curriculum for your physical education program. I would like to thank SHAPE AMERICA for granting me permission to re-chart the GLO's and create this valuable resource for physical education teachers to use to design and showcase authentic, Standards- Based programs across the United States!



SHAPE AMERICA NATIONAL STANDARD #1



The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Kindergarten –
2ND GRADE**

SHAPE America Grade Level Outcomes

Kindergarten	1 st Grade	2 nd Grade
<p>Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)</p>	<p>Hops, gallops, jogs, and slides using a mature pattern. (S1.E1.1)</p>	<p>Skips using a mature pattern (S1.E1.2)</p>
<p>Performs jumping and landing actions with balance. (S1.E3.K)</p>	<p>Demonstrates two of the five critical elements for jumping & landing in a horizontal plane using two-foot take-offs and landings. (S1.E3.1)</p>	<p>Runs with a mature pattern. (S1.E2.2a)</p>
<p>Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)</p>	<p>Demonstrates two of the five critical elements for jumping & landing in a vertical plane. (S1.E4.1)</p>	<p>Travels showing differentiation between jogging and sprinting. (S1.E2.2b)</p>
	<p>Combines locomotor and non-locomotor skills in a teacher-designed dance. (S1.E5.1)</p>	<p>Demonstrates four of the five critical elements for jumping & landing in a horizontal plane using a variety of one and two-foot take-offs and landings. (S1.E3.2)</p>
		<p>Demonstrates four of the five critical elements for jumping & landing in a vertical plane. (S1.E4.2)</p>
	<p>Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)</p>	

Locomotor Movement

SHAPE America Grade Level Outcomes

Kindergarten	1 st Grade	2 nd Grade
Forms wide, narrow, curled, and twisted body shapes. (S1.E7.Kb)	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	Balances on different bases of support, combining levels and shapes. (S1.E7.2a)
Rolls sideways in a narrow body shape. (S1.E9.K)	Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.E8.1)	Balances in an inverted position with stillness and supportive base. (S1.E7.2b)
Contrasts the actions of curling and stretching. (S1.E10.K)	Rolls with either a narrow or curled body shape. (S1.E9.1)	Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.E8.2)
	Demonstrates twisting, curling, bending, and stretching actions. (S1.E10.1)	Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)
		Differentiates among twisting, curling, bending, and stretching actions. (S1.E10.2)
		Combines balances and transfers into a 3-part sequence (i.e. dance, gymnastics). (S1.E11.2)

Non-Locomotor Movement

SHAPE America Grade Level Outcomes

Kindergarten	1 st Grade	2 nd Grade
<p>Throws underhand with opposite foot forward. (S1.E13.K)</p>	<p>Throws underhand demonstrating two of the five critical elements of a mature pattern. (S1.E13.1)</p>	<p>Throws underhand using a mature pattern. (S1.E13.2)</p>
<p>Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</p>	<p>Catches a soft object from a self-toss before it bounces. (S1.E16.1a)</p>	<p>Throws overhand demonstrating two of five critical elements of a mature pattern. (S1.E14.2)</p>
<p>Dribbles a ball with 1 hand, attempting the second contact (S1.E17. K)</p>	<p>Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)</p>	<p>Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)</p>
	<p>Dribbles continuously in self-space using the preferred hand. (S1.E17.1)</p>	<p>Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.E17.2a)</p>
		<p>Dribbles using the preferred hand while walking in general space. (S1.E17.2b)</p>



Manipulative Skills using Hands

SHAPE America Grade Level Outcomes

Kindergarten	1 st Grade	2 nd Grade
Taps the ball using the inside of the foot, sending it forward. (S1.E18.K)	Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)	Dribbles with the feet in general space with control of ball and body. (S1.E18.2)
Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.K)	Approaches a stationary ball and kicks it forward, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.1)	Uses a continuous running approach and kicks a moving ball, demonstrating three of the five elements of a mature pattern. (S1.E21.2)



Manipulative Skills using Feet

SHAPE America Grade Level Outcomes

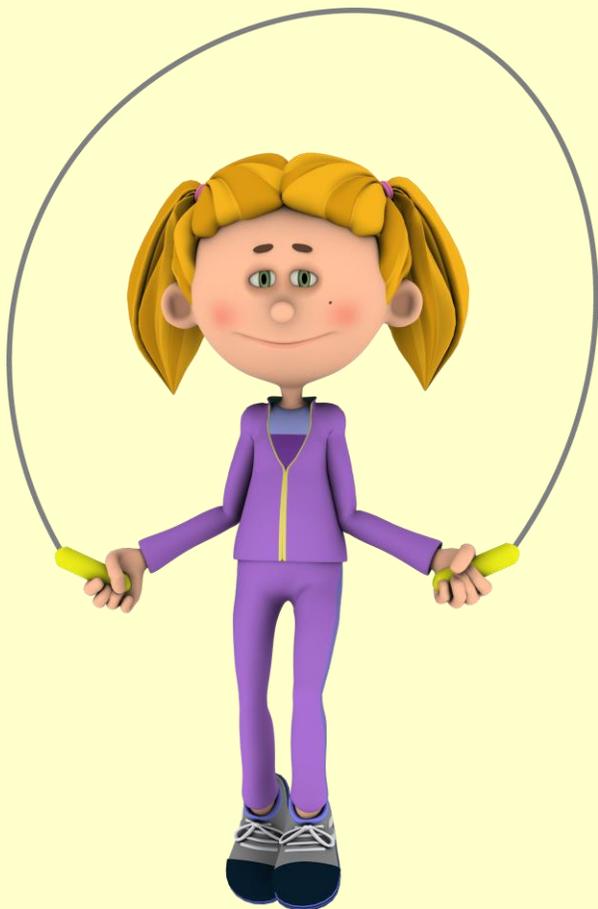
Kindergarten	1 st Grade	2 nd Grade
<p>Volleys a light-weight object (balloon), sending it upward. (S1.E22.K)</p>	<p>Volleys an object, with an open palm, sending it upward. (S1.E22.1)</p>	<p>Volleys an object upward with consecutive hits. (S1.E22.2)</p>
<p>Strikes a light-weight object with a paddle or short-handled racket. (S1.E24.K)</p>	<p>Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)</p>	<p>Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)</p>
		<p>Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation. (S1.E25.2)</p>



Volleying and Striking

SHAPE America Grade Level Outcomes

Kindergarten	1 st Grade	2 nd Grade
Executes a single jump with self-turned rope. (S1.E27.Ka)	Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.1a)	Jumps a self-turned rope consecutively forward or backward with a mature pattern. (S1.E27.2a)
Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)	Jumps a long rope up to 5 times consecutively with student turners. (S1.E27.1b)	Jumps a long rope 5 times consecutively with student turners. (S1.E27.2b)



Jumping Rope

**3RD TO 5TH
GRADE**

SHAPE America Grade Level Outcomes

3 rd Grade	4 th Grade	5 th Grade
Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a)
Travels showing differentiation between sprinting and running. (S1.E2.3)	Runs for distance using a mature pattern. (S1.E2.4)	Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)
Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3)	Uses spring-and-step takeoffs and landings specific to gymnastics. (S1.E3.4)	Combines travelling with manipulative skills for execution to a target (e.g. scoring in soccer, hockey and basketball). (S1.E1.5c)
Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)	Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)	Uses appropriate pacing for a variety of running distances. (S1.E2.5)
Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)	Combines travelling with manipulative skills of dribbling, throwing, catching and striking in teacher - and/or student-designed small-sided practice tasks. (S1.E6.4)	Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks in games environments. (S1.E3.5)
		Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)



Locomotor Movement

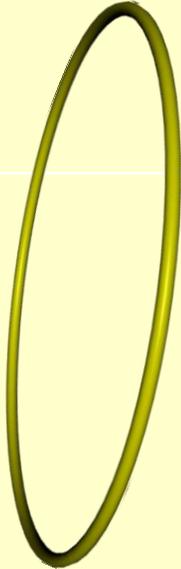
SHAPE America Grade Level Outcomes

3 rd Grade	4 th Grade	5 th Grade
Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)	Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)	Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)
Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	Transfers weight from feet to hands varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). (S1.E8.4)	Transfers weight in gymnastics and dance environments. (S1.E8.5)
Moves into and out of gymnastics balances with curling, twisting and stretching actions. (S1.E10.3)	Moves into and out of balances on apparatus with curling, twisting and stretching actions. (S1.E10.4)	Performs curling, twisting and stretching actions with correct application in dance, gymnastics and small-sided practice tasks/games environments. (S1.E10.5)
Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4)	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5)
Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment/apparatus. (S1.E12.4)	Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment/apparatus. (S1.E12.5)



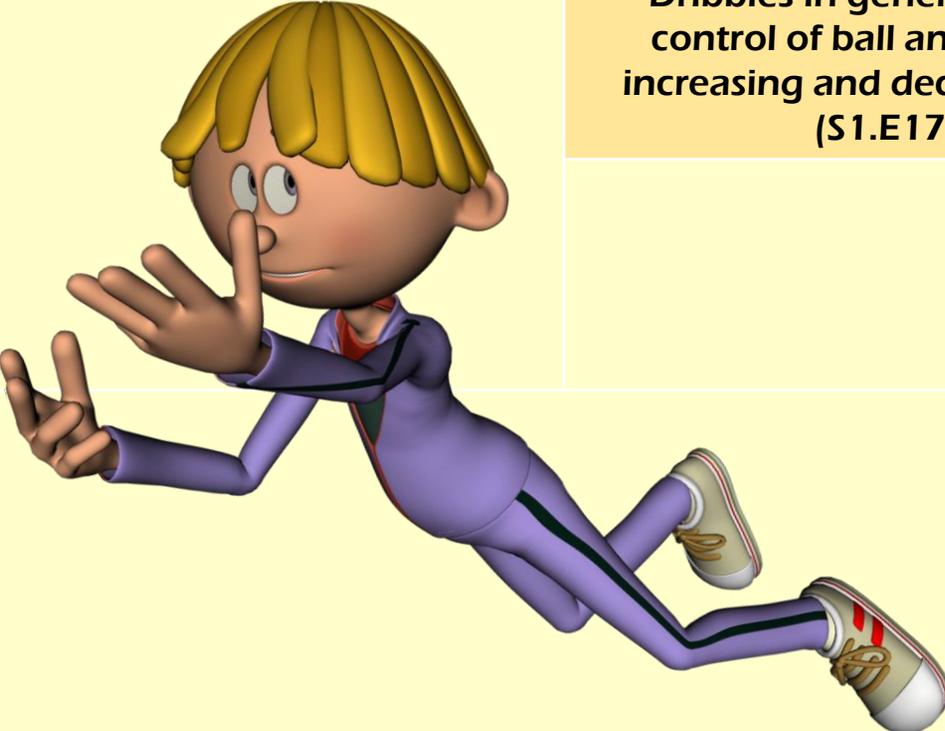
Non-Locomotor Movement

SHAPE America Grade Level Outcomes

3 rd Grade	4 th Grade	5 th Grade
<p>Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)</p>	<p>Throws overhand using a mature pattern in non-dynamic environments. (S1.E14.4a)</p>	<p>Throws underhand using a mature pattern in non-dynamic environments, with different sizes and types of objects. (S1.E13.5a)</p>
<p>Throws overhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force. (S1.E14.3)</p>	<p>Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)</p>	<p>Throws overhand to a large target with accuracy. (S1.E13.5b)</p>
	<p>Throws to a moving partner with reasonable accuracy in a non-dynamic environment. (S1.E15.4)</p>	<p>Throws with accuracy, both partners moving. (S1.E15.5a)</p>
		<p>Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)</p>

Manipulative Skills using Hands- Throwing

SHAPE America Grade Level Outcomes

3 rd Grade	4 th Grade	5 th Grade
Catches a gently tossed hand-size ball from a partner, demonstrating four of the five critical elements of a mature pattern. (S1.E16.3)	Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a nondynamic environment. (S1.E16.4)	Catches a batted ball above the head, at chest/waist level and along the ground using a mature pattern in a nondynamic environment. (S1.E16.5a)
Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. (S1.E17.3)	Dribbles in self space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a)	Catches with accuracy, both partners moving. (S1.E16.5b)
	Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)	Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)
		Combines hand dribbling with other skills during one-on-one practice tasks. (S1.E17.5)

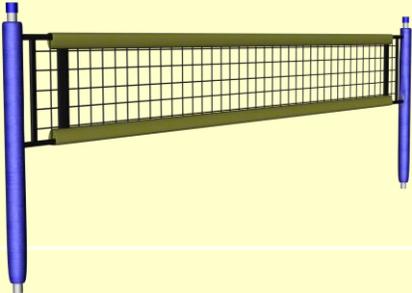
Manipulative Skills using Hands- Catching/Dribbling

SHAPE America Grade Level Outcomes

3 rd Grade	4 th Grade	5 th Grade
<p>Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)</p>	<p>Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)</p>	<p>Combines foot dribbling with other skills in one-on-one practice tasks. (S1.E18.5)</p>
<p>Receives and passes a ball with the inside of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3)</p>	<p>Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment. (S1.E19. 4a)</p>	<p>Passes with the feet, using a mature pattern, as both partners travel. (S1.E19.5a)</p>
<p>Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each. (S1.E21.3a)</p>	<p>Receives and passes a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.4b)</p>	<p>Receives a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b)</p>
<p>Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)</p>	<p>Dribbles with hand/ feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)</p>	<p>Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)</p>
	<p>Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)</p>	<p>Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)</p>

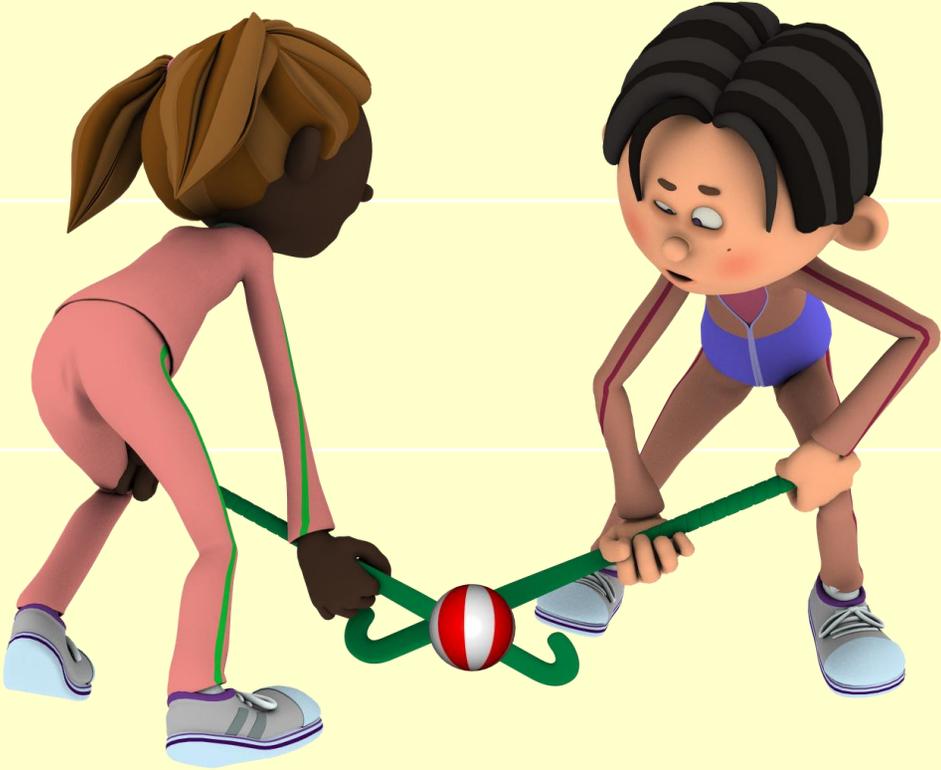
Manipulative Skills using Feet

SHAPE America Grade Level Outcomes

3 rd Grade	4 th Grade	5 th Grade
<p>Volleys 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 three of the five critical elements of a mature pattern. (S1.E22.3)</p>	<p>Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). (S1.E22.4)</p>	<p>Volleys a ball using a two-hand overhead pattern, sending it upward to a target. (S1.E23.5)</p>
<p>Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)</p>	<p>Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating four of the five critical elements of a mature pattern. (S1.E23.4)</p>	<p>Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)</p>
<p>Strikes an object with a short-handled implement while demonstrating four of the five critical elements of a mature pattern. (S1.E24.3b)</p>	<p>Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)</p>	
	<p>Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)</p>	

Volleying & Striking with a Short-Handled Implement

SHAPE America Grade Level Outcomes

3 rd Grade	4 th Grade	5 th Grade
<p>Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). Note: Use batting tee or ball tossed by teacher for batting. (S1.E25.3)</p>	<p>Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis/badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)</p>	<p>Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)</p>
		<p>Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)</p>
		<p>Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)</p>

Striking with a Long-Handled Implement

SHAPE America Grade Level Outcomes

3rd Grade

Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/ out of long rope) for both long and short ropes. (S1.E27.3)

4th Grade

Creates a jump-rope routine with either a short or long rope. (S1.E27.4)

5th Grade

Creates a jump rope routine with a partner, using either a short or long rope. (S1.E27.5)



Jumping Rope

SHAPE AMERICA NATIONAL STANDARD #2



The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Kindergarten –
2ND GRADE**

SHAPE America Grade Level Outcomes

Kindergarten	1 st Grade	2 nd Grade
Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)	Moves in self-space and general space in response to designated beats/rhythms. (S2.E1.1)	Combines locomotor skills in general space to a rhythm. (S2.E1.2)
Travels in three different pathways. (S2.E2.K)	Travels demonstrating low, middle, and high levels. (S2.E2.1a)	Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. (S2.E2.2)
Travels in general space with different speeds. (S2.E3.K)	Travels demonstrating a variety of relationships with objects (e.g. over, under, around, through). (S2.E2.1b)	Varies time and force with gradual increases and decreases. (S2.E3.2)
	Differentiates between strong and light force. (S2.E3.1b)	

Movement Concepts- Space/Relationships/Force

**3RD TO 5TH
GRADE**

SHAPE America Grade Level Outcomes

3 rd Grade	4 th Grade	5 th Grade
<p>Recognizes the concept of open spaces in a movement context. (S2.E1.3)</p>	<p>Applies the concept of open spaces to combination skills involving traveling, (e.g., dribbling and traveling). (S2.E1.4a)</p>	<p>Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)</p>
<p>Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)</p>	<p>Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b)</p>	<p>Combines movement concepts with skills in small-sided practice tasks in games environments, gymnastics and dance with self-direction. (S2.E2.5)</p>
<p>Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)</p>	<p>Dribbles in general space with changes in direction and speed. (S2.E1.4c)</p>	<p>Applies movement concepts to strategy in game situations. (S2.E3.5a)</p>
	<p>Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)</p>	<p>Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)</p>
	<p>Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a)</p>	<p>Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)</p>
	<p>Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b)</p>	

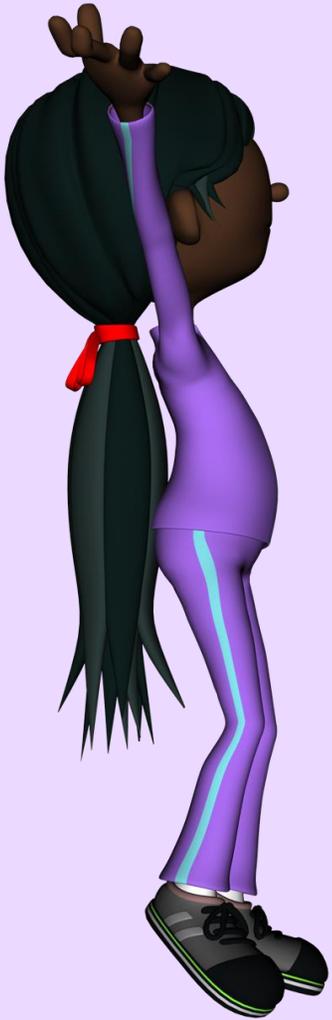
Movement Concepts- Space/Relationships/Force

SHAPE America Grade Level Outcomes

3 rd Grade	4 th Grade	5 th Grade
<p>Employs the concept of alignment in gymnastics and dance. (S2.E4.3a)</p>	<p>Applies simple offensive strategies/tactics in chasing and fleeing activities. (S2.E5.4a)</p>	<p>Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)</p>
<p>Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b)</p>	<p>Applies simple defensive strategies/tactics in chasing and fleeing activities. (S2.E5.4b)</p>	<p>Applies basic offensive and defensive strategies and tactics in small-sided net/wall practice tasks. (S2.E5.5b)</p>
<p>Applies simple strategies/tactics in chasing activities. (S2.E5.3a)</p>	<p>Recognizes the type of kicks needed for different games & sports situations. (S2.E5.4c)</p>	<p>Recognizes the type of throw, volley or striking action needed for different games/sports situations. (S2.E5.5c)</p>
<p>Applies simple strategies in fleeing activities (S2.E5.3b)</p>		

**Movement Concepts- Alignment/Muscular Tension
Strategies/Tactics**

SHAPE AMERICA NATIONAL STANDARD #3



The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Kindergarten –
2ND GRADE**

SHAPE America Grade Level Outcomes

Kindergarten	1 st Grade	2 nd Grade
<p>Identifies active-play opportunities outside of physical education class. (S3.E1.K)</p>	<p>Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)</p>	<p>Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family). (S3.E1.2)</p>
<p>Actively participates in physical education class. (S3.E2.K)</p>	<p>Actively engages in physical education class. (S3.E2.1)</p>	<p>Actively engages in physical education class in response to instruction and practice. (S3.E2.2)</p>



Physical Activity

SHAPE America Grade Level Outcomes

Kindergarten	1 st Grade	2 nd Grade
<p>Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)</p>	<p>Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. (S3.E3.1)</p>	<p>Uses own body as resistance (e.g. holds body in plank position, animal walks) for developing strength. (S3.E3.2a)</p>
<p>Recognizes that food provides energy for physical activity. (S3.E6.K)</p>	<p>Differentiates between healthy and unhealthy foods. (S3.E6.1)</p>	<p>Recognizes the “good health balance” of good nutrition with physical activity . (S3.E6.2)</p>



Fitness and Nutrition Knowledge

**3RD TO 5TH
GRADE**

SHAPE America Grade Level Outcomes

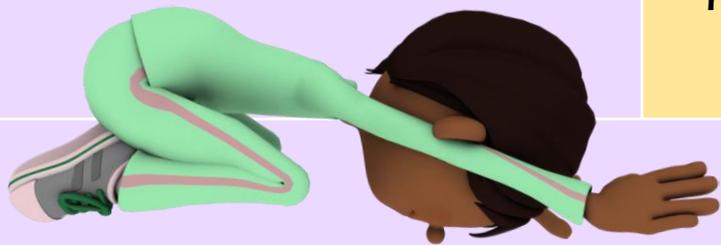
3 rd Grade	4 th Grade	5 th Grade
Charts participation in physical activities outside physical education class. (S3.E1.3a)	Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)	Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)	Actively engages in all of the activities of physical education. (S3.E2.5)
Engages actively in the activities of physical education class without teacher prompting. (S3.E2.3)		



Physical Activity

SHAPE America Grade Level Outcomes

3 rd Grade	4 th Grade	5 th Grade
Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)	Identifies the components of health-related fitness.5 (S3.E3.4)	Differentiates between skill-related and health-related fitness. (S3.E3.5)
Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)
Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)	Completes fitness assessments (pre- & post-). (S3.E5.4a)	Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a)
Identifies foods that are beneficial for before and after physical activity. (S3.E6.3)	Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

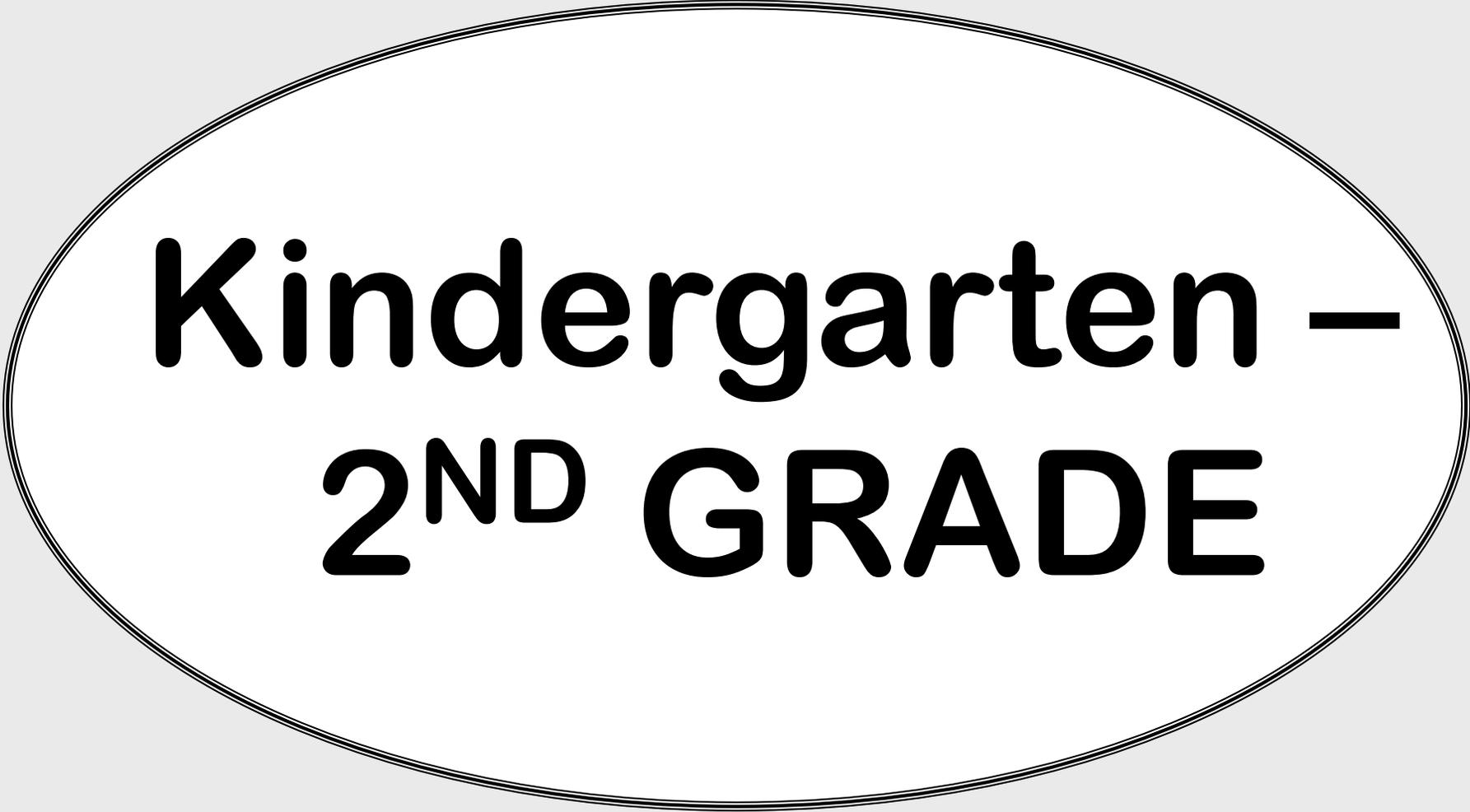


Fitness and Nutrition Knowledge

SHAPE AMERICA NATIONAL STANDARD #4



The physically literate individual exhibits responsible personal and social behavior that respects self and others.



**Kindergarten -
2ND GRADE**

SHAPE America Grade Level Outcomes

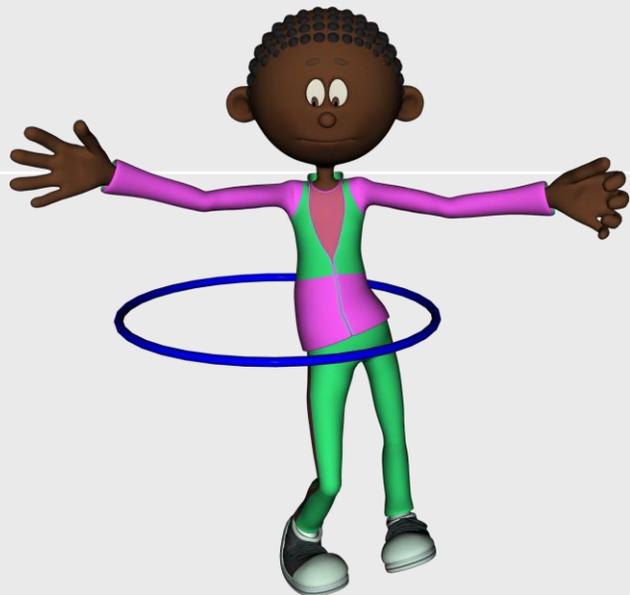
Kindergarten	1 st Grade	2 nd Grade
Follows directions in group settings (e.g. safe behaviors, following rules, taking turns). (S4.E1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Practices skills with minimal teacher prompting. (S4.E1.2)
Acknowledges responsibility for behavior when prompted. (S4.E2.K)	Follows the rules and parameters of the learning environment. (S4.E2.1)	Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)
Follows instruction/directions when prompted. (S4.E3.K)		Accepts specific corrective feedback from the teacher. (S4.E3.2)



Personal Responsibility/Accepting Feedback

SHAPE America Grade Level Outcomes

Kindergarten	1 st Grade	2 nd Grade
Shares equipment and space with others. (S4.E4.K)	Works independently with others in a variety of class environments (e.g. small and large groups). (S4.E4.1)	Works independently with others in partner environments. (S4.E4.2)
Recognizes the established protocol for class activities. (S4.E5.K)	Exhibits the established protocols for class activities. (S4.E5.1)	Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)
Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)	Works independently and safely in physical education. (S4.E6.2a)



Working with others/Rules/Etiquette/Safety

**3RD TO 5TH
GRADE**

SHAPE America Grade Level Outcomes

3 rd Grade	4 th Grade	5 th Grade
Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Exhibits responsible behavior in independent group situations. (S4.E1.4)	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
Works independently for extended periods of time. (S4.E2.3)	Reflects on personal social behavior in physical activity. (S4.E2.4)	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.(S4.E2.5a)
Accepts and implements specific corrective teacher feedback. (S4.E3.3)	Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
		Gives corrective feedback respectfully to peers. (S4.E3.5)



Personal Responsibility/Accepting Feedback

SHAPE America Grade Level Outcomes

3 rd Grade	4 th Grade	5 th Grade
<p>Works cooperatively with others. (S4.E4.3a)</p>	<p>Praises the movement performance of others both more and less-skilled. (S4.E4.4a)</p>	<p>Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)</p>
<p>Praises others for their success in movement performance. (S4.E4.3b)</p>	<p>Accepts “players” of all skill levels into the physical activity. (S4.E4.4b)</p>	<p>Critiques the etiquette involved in rules of various game activities. (S4.E5.5)</p>
<p>Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)</p>	<p>Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)</p>	<p>Applies safety principles with age-appropriate physical activities. (S4.E6.5)</p>
<p>Works independently and safely in physical activity settings. (S4.E6.3)</p>	<p>Works safely with peers and equipment in physical activity settings. (S4.E6.4)</p>	

Working with others/Rules/Etiquette/Safety

SHAPE AMERICA NATIONAL STANDARD #5

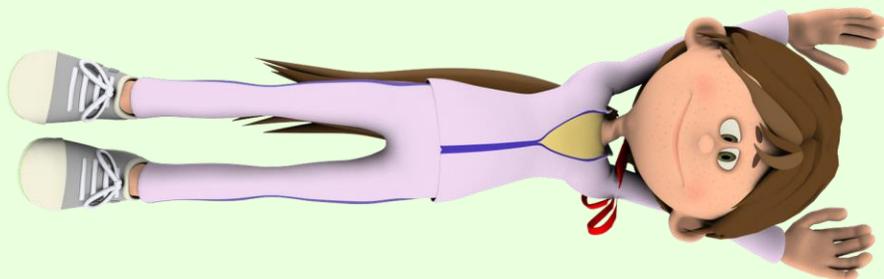


The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Kindergarten –
2ND GRADE**

SHAPE America Grade Level Outcomes

Kindergarten	1 st Grade	2 nd Grade
<p>Recognizes that physical activity is important for good health. (S5.E1.K)</p>	<p>Identifies physical activity as a component of good health. (S5.E1.1)</p>	<p>Recognizes the value of "good health balance." (S5.E1.2)</p>
<p>Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)</p>	<p>Recognizes that challenge in physical activities can lead to success. (S5.E2.1)</p>	<p>Compares physical activities that bring confidence and challenge. (S5.E2.2)</p>
<p>Identifies physical activities that are enjoyable (S5.E3.Ka)</p>	<p>Describes positive feelings that result from participating in physical activities (S5.E3.1a)</p>	<p>Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines, practice tasks in game environments). (S5.E3.2)</p>
<p>Discusses the enjoyment of playing with friends. (S5.E3.Kb)</p>	<p>Discusses personal reasons (i.e. the "why") for enjoying physical activities. (S5.E3.1b)</p>	



Health/Challenge/Self-Expression/Enjoyment

**3RD TO 5TH
GRADE**

SHAPE America Grade Level Outcomes

3 rd Grade	4 th Grade	5 th Grade
Discusses the relationship between physical activity and good health. (S5.E1.3)	Examines the health benefits of participating in physical activity. (S5.E1.4)	Compares the health benefits of participating in selected physical activities. (S5.E1.5)
Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)	Expresses (via written essay, visual creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	Ranks the enjoyment of participating in different physical activities. (S5.E3.4)	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)



Health/Challenge/Self-Expression/Enjoyment

This resource was created using the GLO's created by a Curriculum Framework Task Force with SHAPE AMERICA that included **Lynn Couturier, Task Force Chair, State University of New York College at Cortland; Stevie Chepko, Rock Hill, SC; Shirley Holt/Hale Oak Ridge, TN; Dan Persse, Blaine, WA; Brad Rettig, Lincoln, NE; Georgi Roberts, Fort Worth, TX**

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RESOURCE DESIGN CREDIT

The SHAPE America Grade Level Outcomes Reference Guide- Elementary School Edition was designed by Pete Charrette, a physical education teacher from just outside of Atlanta, GA. Pete recently retired from teaching after 30 years and has dedicated his life to designing physical education and health resources (activities, games, templates and visuals) for practicing educators.

For other valuable physical education resources, check out Pete Charrette's website at capnpetespowerpe.com



Please check out **Cap'n Pete's Power PE** store at Teachers Pay Teachers for other top quality PE, game and movement treasure!

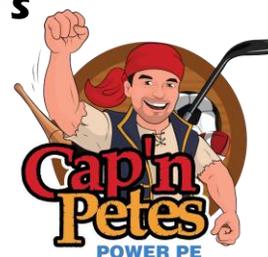


IMAGE CREDIT

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