

Physical Education Standards

KINDERGARTEN

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should develop fundamental movement patterns (i.e. throwing, receiving, jumping, striking) to a level of mature form in simple conditions and gain control of the varied use of these patterns.

- K-1.1 Travel with control forward and sideways using a variety of locomotor skills (including run, jump, hop, gallop, and slide) and change directions in response to a signal or obstacle.
- K-1.2 Move in general space in a controlled manner to avoid contact with people and objects and be able to stop in control on command.
- K-1.3 Demonstrate beat awareness by moving to even and uneven rhythms (for example, galloping or sliding to the uneven rhythm of a drum beat or music).
- K-1.4 Support body weight on a variety of body parts while maintaining stillness (for example, balancing on two hands and a foot).
- K-1.5 Demonstrate controlled traveling, rolling, and balancing actions with or without equipment.
- K-1.6 Throw, catch, kick, and strike objects under simple conditions (for example, tossing and catching in personal space, kicking and striking a stationary ball).

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should develop an awareness of basic cognitive concepts associated with movement and learn how to use them to guide performance in game skills, body management, dance, and locomotion. The student should begin to recognize and apply some characteristics of mature fundamental motor patterns.

- K-2.1 Identify fundamental movement skills (i.e. hop, jump, gallop, slide, catch, throw, strike).
- K-2.2 Identify basic body and space awareness movement concepts (for example, body parts, body shapes, nonlocomotor movements such as bend and twist, personal and general space, high and low levels, directions, and pathways).
- K-2.3 Identify variety of spatial relationships with objects (i.e. over, under, behind, beside, through).
- K-2.4 Identify physiological effects of moderate physical activity (i.e. fast heart rate, rapid breathing).

Standard 3: The student will participate regularly in physical activity. (Psychomotor Domain)

The student should develop a positive attitude toward participating in physical activity and act on the general awareness that physical activity is both fun and good for him or her.

- K-3.1 Engage in a variety of physical activities during leisure time (for example, t-ball, riding a bicycle, tag, hide-and-seek).

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should develop the ability to sustain physical activity intermittently for short periods of time, to enjoy being physically active, and to recognize the physiological signs associated with engagement in vigorous physical activity.

- K-4.1 Sustain moderate-to-vigorous physical activity for short periods of time.
- K-4.2 Engage in sustained physical activity that causes an increased heart rate and rapid breathing.
- K-4.3 Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands (for example, maintaining a push-up position).

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn acceptable physical-activity behaviors and safe practices and develop the ability to apply them in a variety of settings. The student should begin to learn the concept of cooperation by participating in physical activities that require him or her to share space and equipment with others.

- K-5.1 Share physical-activity space and equipment willingly with others.
- K-5.2 Interact positively with others in physical-activity settings (for example, treating others with respect during physical activity regardless of personal differences, including gender, skill level, or ethnicity).
- K-5.3 Work independently and with others on physical-activity tasks.
- K-5.4 Participate appropriately as a member of the class by following directions and classroom rules and using safe physical-activity practices.

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should learn to enjoy the challenge of experiencing new movements and learning new skills. The student should come to associate positive feelings with participation in physical activity and should acquire a growing sense of confidence in his or her movement abilities.

- K-6.1 Participate willingly in individual and group physical activities.
- K-6.2 Identify feelings resulting from participation in physical activities (for example, sense of excitement after running a 25 meter dash or completing the fun run).
- K-6.3 Demonstrate a willingness to learn new fundamental movement skills and try new games.
- K-6.4 Continue to participate in physical activities after being unsuccessful in initial attempts.
- K-6.5 Identify his or her likes and dislikes with regard to participating in physical activities.

GRADES 1-2

The indicator that supports this standard is intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. This indicator specifies what students should know and be able to do by the end of grade two.

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should learn to vary the ways in which he or she applies motor skills and begin to develop the ability to use motor skills in combination with one another. The student should gain the ability to adapt and adjust movement skills to uncomplicated yet changing environmental conditions and expectations and should learn to use mature forms of basic locomotor patterns. The student should begin to acquire abilities that demonstrate aesthetic performance in weight-bearing, balance, and dance activities.

- 2-1.1 Demonstrate mature form in locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping).
- 2-1.2 Use smooth transitions between combinations of locomotor skills and combinations of manipulative patterns (i.e. from walking to running, galloping to skipping, catching to throwing).
- 2-1.3 Jump and land in various combinations (for example, one-foot takeoff to two-feet landing, two-feet takeoff to two-feet landing).
- 2-1.4 Perform simple dances and/or movement sequences to music.
- 2-1.5 Combine balance, weight transfer, & rolling movements into sequence with clear beginning and ending (i.e. stork-stand balance, to forward roll, to a donkey kick, to a knee scale balance finish).
- 2-1.6 Adapt kicking and striking to simple, changing environments (for example, kicking a moving ball, striking a friendly toss).

- 2-1.7 Toss a ball underhand using mature form (including places feet together and shoulders square to target, swings throwing arm straight back, shifts weight forward by stepping forward onto opposite foot, ball rolls off fingers, and finishes with throwing arm outstretched toward target).
- 2-1.8 Throw a hand-sized ball overhand with force to hit a wall 30 feet away.
- 2-1.9 Catch a self-tossed and partner-tossed object.
- 2-1.10 Use movement concepts to move in expressive ways (i.e. traveling in a curved or zigzag pathway, moving body parts from one level to another, contrasting the speed or force of movement).

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should develop the ability to identify and use critical elements/learning cues in applying fundamental movement skills. The student should gain the ability to identify and perform the movement concepts of space, effort, and relationships.

- 2-2.1 Identify the critical elements/learning cues of fundamental locomotor and manipulative skills (i.e. bend knees when landing, steps with opposition when throwing, reach & give when catching).
- 2-2.2 Identify movement concepts and principles of movement to a variety of fundamental movement skills (i.e. catching at different levels, skipping in different pathways, "giving" to receive force).
- 2-2.3 Use feedback to improve performance (for example, changing the hand position after recognizing an error).
- 2-2.4 Identify dominant hand and lead foot for performing fundamental movement skills.
- 2-2.5 Attribute differences in improved physical performance to appropriate practice and experience (for example, student recognizes that he or she is improving in the skill of throwing and catching a ball as a result of practicing in physical education class and playing on a t-ball team).
- 2-2.6 Identify physiological responses as a result of moderate-to-vigorous physical activity (for example, breathing rate, heart rate, amount of perspiration).

Standard 3: The student will participate regularly in physical activity. (Psychomotor Domain)

The student should develop a positive attitude toward regular physical activity and its effect on health. The student should acquire the ability to identify the social and psychological benefits of physical activity.

- 2-3.1 Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should learn to perform a variety of activities that promote cardiovascular, musculoskeletal, and body-composition fitness. The student should develop ability to sustain moderate-to-vigorous physical activity for progressively longer periods of time and learn to recognize the physiological effects of physical activity.

- 2-4.1 Engage in warm-up to prepare the body for physical activity.
- 2-4.2 Participate in physical activity to increase aerobic capacity for example, engages in a series of timed segments of locomotor activities without tiring easily or plays in a variety of games that increase breathing and heart rate).
- 2-4.3 Participate in physical activity to increase muscular strength and endurance (i.e. moves transversely along a rock wall with little teacher assistance or travels hand-over-hand along horizontal ladder as in the monkey bars).
- 2-4.4 Participate in physical activity to improve and/or maintain flexibility.

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn safe physical-activity practices and physical education class rules and procedures and should learn to apply them with little or no reinforcement. Students should gain the ability not only to identify concepts such as cooperating, sharing, and being considerate of others but also to apply these concepts successfully in physical activity environments.

- 2-5.1 Support and work cooperatively with another to complete an assigned physical education task (for example, tossing easily caught passes to a partner).
- 2-5.2 Treat others with respect during physical activities.
- 2-5.3 Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity (for example, demonstrate a willingness to share equipment with everyone in the group as opposed to a select few).
- 2-5.4 Apply rules, procedures, and safe practices during physical education class with few or no reminders.

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should learn that new activities provide challenge and that an individual can express his or her feelings through activity. The student should acquire the ability to work cooperatively with others in physical-activity settings and the ability to identify the particular physical activities that he or she likes and dislikes.

- 2-6.1 Identify several physical activities that are personally enjoyable.
- 2-6.2 Try new physical activities alone or with peers.
- 2-6.3 Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer.
- 2-6.4 Express personal feelings on progress made while learning a new movement skill (for example, communicating to the teacher his or her excitement when making the Wall-of-Fame during the physical education class).
- 2-6.5 Use physical activity as a means of self-expression.

GRADES 3-5

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should gain ability to demonstrate refined fundamental patterns, to perform variations and combinations of motor skills, and apply basic offensive/defensive strategies in increasingly dynamic and complex environments. The student should learn to apply some specialized skills basic to particular movement forms (i.e. basketball chest pass, soccer dribble) and learn to use those skills with a partner.

- 5-1.1 Demonstrate mature form for all fundamental manipulative skills (i.e. catching, striking, kicking).
- 5-1.2 Demonstrate mature form for combinations of fundamental locomotor skills for example, running, walking, skipping, galloping).
- 5-1.3 Use basic motor skills during invasion games, net/wall activities, striking/fielding activities, and target activities in increasingly complex situations (for example, dodging and evading an opponent, traveling at different levels, speeds or directions).

- 5-1.4 Execute basic offensive and defensive strategies for an invasion game or net/wall activity (for example, travel and maintain control of an object in a two-on-one situation, receive and pass an object with a partner against a defender, place the ball away from an opponent in 4-square).
- 5-1.5 Demonstrate extension and control by supporting body weight on the hands (for example, cartwheels, handstands).
- 5-1.6 Apply movement concepts to sequenced gymnastics actions with smooth transitions both alone and with others (i.e. perform a routine that includes balance-roll-balance with a change in direction).
- 5-1.7 Perform age-appropriate dances with given steps and sequences in rhythm to music.
- 5-1.8 Jump rope continuously, without error, for 30 seconds.

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should learn to use critical elements/learning cues to refine application of fundamental and selected specialized motor skills in increasingly complex environments as well as to provide feedback to others. The student should become aware of basic offensive and defensive strategies.

- 5-2.1 Identify critical elements/learning cues of a skill to improve personal performance and provide feedback to others in fundamental movement skills and specialized game skills (for example, making a triangle to set the volleyball).
- 5-2.2 Identify basic offensive and defensive strategies in modified game situations (for example, moving to open space while in a three-on-two situation).
- 5-2.3 Recognize movement concepts that have an effect on the quality of complex movement performance (for example, the absorption and production of force, the transfer of weight, the relationship between practice and improvement of performance, the importance of warm-up and cool-down).
- 5-2.4 Identify 5 components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.
- 5-2.5 Design goals based upon personal strengths and weaknesses as determined by fitness test results.
- 5-2.6 Describe how heart rate is used to monitor exercise intensity.

Standard 3: The student will participate regularly in physical activity. (Psychomotor Domain)

The student should begin to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. The student should acquire the ability to reflect this knowledge in his or her personal decisions regarding physical activities outside of physical education class.

- 5-3.1 Monitor his or her own participation in physical activity (for example, using a pedometer to count number of steps taken/distance traveled, using a heart rate monitor to check his or hers exercising heart rate, maintaining a physical activity log).
- 5-3.2 Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or schoolwide walks, youth sports, county recreation programs, church leagues).

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should develop the ability to match different types of physical activities with their underlying physical fitness components and to participate in moderate-to-vigorous physical activity in a variety of settings. The student should begin to acquire the ability to interpret the information provided by formal measures of physical fitness and to use this information to increase current level of fitness.

- 5-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (including Fitnessgram).
- 5-4.2 Implement strategies to achieve health-related physical fitness goals (for example, maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity).
- 5-4.3 Select and participate in physical activities that develop and appropriately maintain each of the five components of health-related physical fitness (i.e. jogging to increase aerobic capacity).

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn to identify the purpose for activity-specific rules, safe practices, procedures, and etiquette, and—with few reminders—should acquire the ability to follow these principles. The student should continue to develop cooperation skills to achieve a common goal while working with a partner or a small group. The student should continue to develop a respect for the strength as well as the limitations of others.

- 5-5.1 Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities.
- 5-5.2 Identify and demonstrate the characteristics of good sportsmanship (i.e. accept teacher's decision regarding a personal rule infraction without displaying negative reactions toward others).
- 5-5.3 Recognize the positive attributes that individuals of varying gender, race, ethnicity, and/or skill levels bring to physical activity in a group setting.
- 5-5.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.
- 5-5.5 Take responsibility for his or her own actions without blaming others.
- 5-5.6 Participate willingly in physical activities with others who may be different in gender, race, ethnicity, and/or skill level.

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should develop the ability to choose an appropriate level of challenge for self in physical activities and realize that improvement in skills is achieved by effort and practice. The student should learn to enjoy participating in physical activities with peers whose skill levels are both different from and similar own and thereby to recognize that physical activity is an important avenue to many personal rewards.

- 5-6.1 Seek to engage in physical activities that are personally enjoyable.
- 5-6.2 Recognize that effort and practice contribute to improvement and success.
- 5-6.3 Seek to engage in physical activities that are personally challenging.
- 5-6.4 Celebrate personal physical-activity successes and achievements along with those of others.
- 5-6.5 Recognize that physical activity is an opportunity for positive social interaction.
- 5-6.6 Explain why individuals are attracted to certain physical activities.
- 5-6.7 Recognize that skill competency leads to enjoyment of movement and physical activity.