

Physical Education

Grades K-4

Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:

K-4 Benchmark 1: Demonstrate competency in selected motor skills:

Grade	Performance Standards
K-2	<ol style="list-style-type: none"> 1. travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature form; 2. demonstrate skills of chasing, fleeing and dodging to avoid others; and 3. demonstrate smooth transitions between sequential motor skills (i.e., running into a jump).
3-4	<ol style="list-style-type: none"> 1. demonstrate mature form in all locomotor patterns; 2. while traveling, avoid or catch an object or individual; and 3. develop patterns and combinations of movements into repeatable sequences.

K-4 Benchmark 2: Demonstrate competency in selected non-motor patterns:

Grade	Performance Standards
K-2	<ol style="list-style-type: none"> 1. roll sideways and forwards without hesitating or stopping using control; 2. balance demonstrating momentary stillness in symmetrical and asymmetrical shapes on a variety of body parts; and 3. form round, narrow, wide and twisted body shapes alone and with a partner.
3-4	<ol style="list-style-type: none"> 1. transfer weight from feet to hands using controlled movement; 2. balance with control on a variety of objects; and 3. develop and refine a gymnastics sequence demonstrating smooth transitions.

K-4 Benchmark 3: Demonstrate competency in selected skills utilizing age- appropriate equipment:

Grade	Performance Standards
K-2	<ol style="list-style-type: none"> 1. repeatedly jump a self-turned rope and a rope turned by others; 2. continuously dribble a ball, using hands or feet, without losing control; and 3. receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.).
3-4	<ol style="list-style-type: none"> 1. travel into and out of a rope turned by others; 2. hand-dribble and foot-dribble a ball and maintain control while traveling within a group; 3. throw, catch and kick using mature motor patterns; and 4. strike a softly-thrown lightweight ball using a bat, paddle or a variety of body parts.

Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Students will:

K-4 benchmark 1: Demonstrate concepts of body, effort, space and relationships in movement:

Grade	Performance Standards
K-2	<ol style="list-style-type: none"> 1. travel, changing speed, direction and pathway, quickly and safely without falling; travel while demonstrating a variety of relationships with objects (i.e., over, under, behind, alongside, through, etc.); and 2. place a variety of body parts into high, medium and low levels
3-4	<ol style="list-style-type: none"> 1. design and perform movement sequences that combine traveling, balancing and weight transfer into smooth sequences with intentional changes in direction (i.e., gymnastics, dance, etc.); and 2. consistently receive and send an object in an intended direction and height.

K-4 Benchmark 2: Demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations:

Grade	Performance Standards
K-2	<ol style="list-style-type: none"> 1. use concepts of space awareness and relationships to others to run, hop and skip in different pathways and directions in a large group without bumping into others or falling; and 2. recognize similar movement concepts in a variety of skills;
3-4	<ol style="list-style-type: none"> 1. adapt motor skills to the demands of a dynamic and unpredictable environment; 2. identify ways movement concepts can be used to refine movement skills; and 3. explain how appropriate practice improves performance.

K-4 Benchmark 3: Demonstrate critical elements of fundamental and specialized movement skills:

Grade	Performance Standards
K-4	<ol style="list-style-type: none"> 1. repeat cue words for selected motor skills and demonstrate/explain what is meant by each; 2. refine movement errors in response to positive information and corrective information feedback; 3. demonstrate the application of critical cues in selected motor skills; and 4. accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.

Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:

K-4 Benchmark 1: Select and participate regularly in health-related physical activities for enjoyment:	
Grade	Performance Standards
K-2	1. engage in moderate to vigorous physical activity most days of the week; and 2. participate regularly in a variety of non-structured and minimally-organized physical activities outside of physical education class (i.e., ball play, tag, hide and seek, skipping, etc.).
3-4	1. participate in moderate to vigorous physical activity outside of physical education most days of the week; and 2. use information from a variety of sources, internal and external, to regulate their activity participation;
K-4 Benchmark 2: identify the benefits gained from regular physical activity:	
K-2	1. experience and recognize different types of physical activities and their healthful benefits;
3-4	1. describe how participation in physical activity affects health.

Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Students will:	
K-4 Benchmark 1: Match different types of physical activities with health-related physical fitness components:	
Grade	Performance Standards
K-2	1. recognize that health-related physical fitness consists of several components; and 2. identify activities designed to improve health-related fitness components.
3-4	1. select activities designed to improve and maintain levels of fitness in each component of health-related fitness.
K-4 Benchmark 2: participate in moderate to vigorous physical activities in a variety of settings:	
Grade	Performance Standards
K-2	1. participate in a variety of games and activities that increase respiration and heart rate; 2. demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands; and 3. sustain activity for increasingly longer periods of time.
3-4	1. participate in a variety of physical activities in order to improve each component of health-related fitness.
K-4 Benchmark 3: Begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.	

Grade	Performance Standards
K-2	<ol style="list-style-type: none"> 1. recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity; and 2. recognize personal strengths and weaknesses based on participation in various physical activities.
3-4	<ol style="list-style-type: none"> 1. explain the relationship of body weight, body composition and participation in regular physical activity; and 2. develop strategies to show progress towards at least one personal fitness goal as determined by health-related fitness assessments.

Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.
Students will:

K-4 Benchmark 1: utilize safety principles in physical activity settings:

Grade	Performance Standards
K-2	<ol style="list-style-type: none"> 1. use space and equipment safely and properly; and 2. recognize that personal space and emotional safety will be protected;
3-4	<ol style="list-style-type: none"> 1. recognize importance of equipment placement and usage during physical education class; and 2. initiate the appropriate use of space in game and activity settings.

K-4 Benchmark 2: work cooperatively and productively with a partner or small group:

Grade	Performance Standards
K-2	<ol style="list-style-type: none"> 1. invite a peer to take his turn at a piece of apparatus before repeating turn; and 2. assist partner by sharing observations about skill performance during practice.
3-4	<ol style="list-style-type: none"> 1. work productively with a partner to improve selected motor skills by using the critical elements of the process; and 2. demonstrate the ability to teach an activity or skill to a group of classmates;

K-4 Benchmark 3: recognize the influence of peer pressure and identify ways of resolving conflict:

Grade	Performance Standards
K-2	<ol style="list-style-type: none"> 1. demonstrate the elements of socially acceptable conflict resolution; and 2. demonstrate effective communication skills.
3-4	<ol style="list-style-type: none"> 1. identify and avoid the negative influence of peers.

K-4 Benchmark 4: work independently and on-task for short periods of time:

Grade	Performance Standards
K-2	<ol style="list-style-type: none"> 1. demonstrate independent work habits during short-term activity.

3-4	1. honestly report the results of independent work.
K-4 Benchmark 5: recognize classroom and activity rules; grades K-4 performance standards:	
Grade	Performance Standards
K-4	1. consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all; 2. distinguish between compliance and non-compliance with game rules and fair play; and 3. accept consequences of personal choices.

Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Students will:	
K-4 Benchmark 1: explore cultural/ethnic self-awareness through participation in physical activity:	
Grade	Performance Standards
K-4	1. articulate cultural/ethnic self awareness through written, oral or physical expression.
K-4 Benchmark 2: recognize the talents that individuals with differences can bring to group activities:	
Grade	Performance Standards
K-2	1. work productively with a variety of partners.
3-4	1. recognize and value the role of each individual in a small group.
K-4 Benchmark 3: experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins:	
Grade	Performance Standards
K-2	1. accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.).
3-4	1. demonstrate the ability to successfully work in a variety of cultural or ethnic activities.
K-4 Benchmark 4: recognize how the media, particularly advertising, influences the perception of ideal body types:	
Grade	Performance Standards
K-2	1. identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type.
3-4	1. differentiate between body type presented in the media and own healthy body type; and

	2. identify lifestyle factors that can be controlled and their impact on health and wellness.
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Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:	
K-4 Benchmark 1: identify physical activities that are enjoyable:	
Grade	Performance Standards
K-2	1. identify several individual and dual physical activities that they find personally enjoyable.
3-4	1. explain the enjoyable characteristics of small group physical activities.
K-4 Benchmark 2: practice physical activities to increase skills:	
Grade	Performance Standards
K-2	1. willingly try new activities; and 2. continue to participate when not successful on the first attempt.
3-4	1. willingly try new activities; and 2. voluntarily initiate skill practice to improve performance.
K-4 Benchmark 3: demonstrate interaction with others while participating in physical activities:	
Grade	Performance Standards
K-2	1. celebrate personal successes and achievements and those of others; and 2. cooperate and share with partners in physical activities;
3-4	1. celebrate personal successes and achievements and those of others; and 2. interact with others by helping them successfully complete their small- group physical activity challenges.
K-4 Benchmark 4: use physical activity as a measure of self-expression:	
Grade	Performance Standards
K-2	1. create movement sequences that are personally interesting and satisfying.
3-4	1. design a movement sequence/game that includes all members of the group in the success of the activity.