

# Physical Education (2010): Grades K, 1, 2

Adopted 2010

**Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.**

- 1. Perform various forms of loco-motor movement such as walk, run, slide, gallop, jump, hop, leap, and skip.**

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- 2. Perform a variety of non-loco-motor skills such as balancing, bending, stretching, rocking, curling, twisting, turning, pushing, pulling, swinging, swaying.**

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- 3. Dribble with hands and feet.**

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- 4. Dribble with short-handled and long-handled implements while stationary and moving.**

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- 5. Jump and land in various combinations.**

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- 6. Demonstrate balance on the ground and on objects, using bases of support other than both feet.**

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- 7. Repeatedly jump a turned rope.**

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- 8. Perform to music a grade-level appropriate individual or partner dance that utilizes three different patterns.**

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- 9. Perform a body roll (e.g., log roll, egg roll, shoulder roll, forward roll) followed by a weight transfer.**

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- 10. Strike a stationary object using hands or feet with force and accuracy.**

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- 11. Strike a stationary object using a variety of short-handled and long-handled implements.**

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- 12. Strike a moving object using hands and feet.**

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- 13. Strike a moving object using short and long handled implements.**

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- 14. Step forward with opposite foot during throw.**

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- 15. Throw or roll with force and accuracy a variety of objects.**

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- 16. Catch a variety of objects.**

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**17. Volley a variety of objects using various body parts.**

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**18. Move with effort, time, force, and flow.**

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**19. Move in a variety of pathways (e.g. straight, curve, zig-zag).**

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**Apply movement concepts to the learning and performance of physical activities.**

**1. Define open space.**

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**2. Explain the importance of a wide base of support in balance activities.**

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**3. Identify opportunities to use underhand and overhand movement (throw) patterns.**

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**4. Identify when to begin the kicking motion when kicking a slowly rolling ball.**

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**5. Explain the purpose of using a side orientation when striking a ball from a batting tee.**

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**Participate regularly in physical activity.**

**1. Participate in physical activity outside of physical education class.**

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**2. Identify appropriate physical activities for recess and outside of school.**

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**3. Attempt to perform new movement skills and activities.**

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**Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.**

**1. Understand and demonstrate the importance of a proper warm-up prior to physical activity.**

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**2. Utilize age-appropriate stretching techniques to increase flexibility.**

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**3. Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing).**

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**4. Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing).**

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**5. Discuss the benefits of fitness (e.g., being fit allows me to ride my bike, why it is fun to move).**

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**6. Discuss the benefits of healthy food and beverage choices.**

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**Exhibit personal and social behavior that respects self and others in physical activity settings.**

**1. Encourage others by using verbal and nonverbal communication.**

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**2. Apply established class rules, procedures, and safe practices.**

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**3. Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.**

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4. Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions).

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  5. Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).

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  6. Accommodate individual differences. (e.g., ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).

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  7. Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., bear or moose on playground).

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  8. Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).

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  8. Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).
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**Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

1. Celebrate personal successes and achievements as well as those of others.

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2. Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)

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3. Name physical activities that are enjoyable.

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4. Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared, angry, sad).

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5. Attempt new activities.

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6. Continue to participate when not successful on first try.

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7. Try new movements and skills willingly.