

# Grade K

Adopted 2009

**Demonstrates competency in many movement forms and proficiency in a few movement forms.**

**1-P-1. Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges. 1-P-1**

1. Demonstrate an awareness of personal and general space while moving in different directions. 1-P-1.1
2. Demonstrate correct form for the locomotor skills of walk, run, jump, hop, and gallop. 1-P-1.2
3. Demonstrate selected elements of space awareness movement concepts for levels and directions, such as low, medium, high, up/down, forward/backward, right/left, clockwise/counter-clockwise. 1-P-1.3

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**1-P-2. Demonstrates ways to manage body weight in a variety of situations alone or within a group 1-P-2**

1. Maintain balance on preferred and non-preferred leg in a variety of positions and levels for a minimum of five seconds. 1-P-2.1
2. Walk forward and sideways (feet should not cross) on a two inch line for a distance of ten feet. 1-P-2.2
3. Demonstrate climbing up and down steps using alternating feet. 1-P-2.3
4. Demonstrate the ability to support body weight while hanging, without feet touching the ground. 1-P-2.4

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**1-P-3. Performs manipulative skills using a variety of equipment in different environmental conditions. 1-P-3**

1. Demonstrate the ability to strike an object using a variety of body parts. 1-P-3.1
2. Demonstrate the ability to roll a ball. 1-P-3.2
3. Demonstrate the ability to catch a tossed ball using the hands and/or body. 1-P-3.3
4. Demonstrate the ability to kick a stationary object. 1-P-3.4
5. Demonstrate the ability to throw an object underhand. 1-P-3.5
6. Demonstrate the ability to bounce a ball continuously using two hands. 1-P-3.6

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**1-P-4. Performs basic rhythmic skills alone, with a partner, or within a group.** 1-P-4

1. Perform locomotor and non-locomotor movements to a steady beat. 1-P-4.1
  2. Clap hands to a simple, rhythmic beat. 1-P-4.2
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**Applies movement concepts and principles to the learning and development of motor skills.**

**2-P-1. Integrates other content areas through movement.** 2-P-1

1. Identify parts of the body (e.g. head, knee, shoulder, back, elbow, hips, and ankle) 2-P-1.1
  2. Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (e.g., recognition of letters, numbers, animal movements). 2-P-1.2
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**2-P-2. Demonstrates and uses a variety of relationships with objects.** 2-P-2

1. Understand and respond appropriately to the terms of over, under, behind, next to, through, right, left, up, down, forward, backward, and in front of using the body and other objects. 2-P-2.1
  2. Demonstrate the ability to move directionally upon verbal cue (forward, backward, sideways, around). 2-P-2.2
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**2-P-3. Identifies fundamental movement patterns.** 2-P-3

1. Recognize the locomotor skills of walk, run, jump, hop, gallop, levels and pathways when demonstrated. 2-P-3.1
  2. Identify non-locomotor skills of push, pull, bend, twist, stretch, and turn when demonstrated. 2-P-3.2
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**2-P-4. Establishes a beginning movement vocabulary.** 2-P-4

1. Demonstrate the ability to follow directions given the following movement vocabulary: slow/fast, forward/backward, sideways, up/down, straight 2-P-4.1
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**2-P-5. Applies appropriate concepts to performance** 2-P-5

1. Demonstrate ability to change movement patterns of walk, run, jump, hop and gallop on command. 2-P-5.1
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**Exhibits a physically active lifestyle.**

**3-P-1. Participates regularly in vigorous activities outside of physical education class.** 3-P-1

1. Participate regularly in a variety of non-structured and minimally organized physical activities outside of physical education class (e.g., at home, recess, before school and after school). Record using teacher/parent log. 3-P-1.1
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**3-P-2. Acknowledges that physical activity is good for personal well-being.** 3-P-2

1. Explain how physical activity can improve one's health. 3-P-2.1

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**3-P-3. Experiences and expresses satisfaction from participation in physical activity.** 3-P-3

1. Willingly participate in and attempt new physical activities during free time. 3-P-3.1
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**Achieves and maintains a health-enhancing level of physical fitness.**

**4-P-1. Sustains activity from moderate to vigorous intensity levels while participating in physical activity.** 4-P-1

1. Participate for short periods of time (10 minutes) in moderate to vigorous physical activities that cause increased heart rate and respiration. 4-P-1.1
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**4-P-2. Identifies physiological signs of moderate physical activity (e.g., fast heart rate, sweating, increased breathing).** 4-P-2

1. Observe and describe the relationship and immediate effect of physical activity on the heart, respiration, and perspiration. 4-P-2.1
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**4-P-3. Demonstrates activities that increase muscular strength and endurance.** 4-P-3

1. Demonstrate sufficient muscular strength by supporting body weight in various activities (bear walk, crab walk, seal walk). 4-P-3.1
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**4-P-4. Demonstrates moving each joint through a full range of motion.** 4-P-4

1. Demonstrate the ability to correctly perform a variety of teacher-led flexibility activities regularly during physical education. 4-P-4.1
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**Demonstrates responsible personal and social behavior in physical activity settings.**

**5-P-1. Demonstrates established protocols with little reinforcement (e.g., playground, classroom, and gymnasium).** 5-P-1

1. Follow rules, directions, and procedures from the instructor with reinforcement. 5-P-1.1
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**5-P-2. Acknowledges the importance of being aware of one's surroundings and acting in a safe manner in physical activity settings.** 5-P-2

1. Demonstrate self-discipline and responsibility while actively participating in group, individual and partner activities. 5-P-2.1
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**5-P-3. Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task.** 5-P-3

1. Cooperate with another student or small group in sharing equipment and space to complete a task. 5-P-3.1
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**5-P-4. Applies the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration).** 5-P-4

1. Demonstrate the characteristics of sharing and positive interaction during physical activity. 5-P-4.1
  2. Resolve conflicts with others in socially acceptable ways. 5-P-4.2
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**Demonstrates an understanding and respect for differences among people in physical activity settings.**

**6-P-1. Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.** 6-P-1

1. Choose partners or playmates without regard to physical differences. 6-P-1.1
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**6-P-2. Interacts with others regardless of personal differences (e.g., gender, ethnicity, disability).** 6-P-2

1. Willingly participate with partners or groups in physical education activities regardless of gender, cultural differences, and/or special needs. 6-P-2.1
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**6-P-3. Demonstrates a willingness to help a fellow student who has difficulty completing a skill.** 6-P-3

1. Demonstrate a willingness to encourage and help others in the physical activity setting through actions and words. 6-P-3.1
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**Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.** 7:

**7-P-1. Describes the feelings that result from challenges, successes, and failures in physical activity, alone or in groups.** 7-P-1

1. Communicate likes and dislikes of activities when given an opportunity to share (thumbs up, thumbs down, raising of hands, verbal responses). 7-P-1.1
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**7-P-2. Distinguishes feelings about and during physical activity.** 7-P-2

1. Express positive feelings when describing activities. 7-P-2.1
  2. Develop and demonstrate positive attitudes towards physical activity. 7-P-2.2
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**7-P-3. Displays a willingness to participate in new activities.** 7-P-3

1. Willingly choose new activities in which to participate when given several options. 7-P-3.1