

# Grades K, 1, 2

Adopted 2009

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

**1: Demonstrate competency in selected motor skills:**

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).

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**2: Demonstrate competency in selected non-motor patterns:**

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.

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**3: Demonstrate competency in selected skills utilizing age-appropriate equipment:**

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.).

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

**1: Demonstrate concepts of body, effort, space and relationships in movement:**

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

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**2: Demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations:**

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;

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**3: Demonstrate critical elements of fundamental and specialized movement skills:**

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.
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**Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:**

**1: Select and participate regularly in health-related physical activities for enjoyment:**

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.).
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**2: Identify the benefits gained from regular physical activity:**

1. Experience and recognize different types of physical activities and their healthful benefits;
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**Achieves and maintains a health-enhancing level of physical fitness. Students will:**

**1: Match different types of physical activities with health-related physical fitness components:**

1. Recognize that health-related physical fitness consists of several components; and
  2. Identify activities designed to improve health-related fitness components.
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**2: Participate in moderate to vigorous physical activities in a variety of settings:**

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.
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**3: Begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.**

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.
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**Demonstrates responsible personal and social behavior in physical activity settings. Students will:**

**1: Utilize safety principles in physical activity settings:**

1. Use space and equipment safely and properly; and
  2. Recognize that personal space and emotional safety will be protected;
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**2: Work cooperatively and productively with a partner or small group:**

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.
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**3: Recognize the influence of peer pressure and identify ways of resolving conflict:**

1. Demonstrate the elements of socially acceptable conflict resolution; and
  2. Demonstrate effective communication skills.
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**4: Work independently and on-task for short periods of time:**

1. Demonstrate independent work habits during short-term activity.
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**5: Recognize classroom and activity rules; grades K-4 performance standards:**

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.
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**Demonstrates understanding and respect for differences among people in physical activity settings. Students will:**

**1: Explore cultural/ethnic self-awareness through participation in physical activity:**

1. Articulate cultural/ethnic self awareness through written, oral or physical expression.
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**2: Recognize the talents that individuals with differences can bring to group activities:**

1. Work productively with a variety of partners.
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**3: Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins:**

1. Accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.).
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**4: Recognize how the media, particularly advertising, influences the perception of ideal body types:**

1. Identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type.
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**Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:**

**1: Identify physical activities that are enjoyable:**

1. Identify several individual and dual physical activities that they find personally enjoyable.
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**2: Practice physical activities to increase skills:**

1. Willingly try new activities; and
  2. Continue to participate when not successful on the first attempt.
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**3: Demonstrate interaction with others while participating in physical activities:**

1. Celebrate personal successes and achievements and those of others; and
  2. Cooperate and share with partners in physical activities;
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**4: Use physical activity as a measure of self-expression:**

1. Create movement sequences that are personally interesting and satisfying.