



Elementary Physical Education Standards

Standard 2 – 1st, 2nd, 3rd, & 4th Quarters

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

PK/K-

- Develop a basic movement vocabulary

1st-

- Attempt to improve movement patterns in response to feedback relating to motor skills
- Continue to develop an increased movement vocabulary

2nd-

- Use appropriate vocabulary to explain correct motor pattern

3rd-

- use appropriate feedback to improve performance of self and others
- apply movement vocabulary to improve physical skills

4th-

- use appropriate feedback to improve performance and attempt to utilize strategies in games and physical activities
- Identify and describe correct techniques

5th-

- Use appropriate feedback to improve performance and begin to utilize strategies in games and physical activities
- Identify and describe correct techniques

6th-

- Recognize the importance of movement vocabulary

Standard 4—1st, 2nd, 3rd, & 4th Quarters

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PK/K-

- Show self control, share and take turns, and move in a safe manner

1st/2nd-

- Respect the rights and feelings of others
- Demonstrate peaceful conflict resolution
- Show self control
- Use equipment and space safely and properly
- Follow rules and procedures
- Stay on task during practice time
- Share and takes turns
- Work with others regardless of differences

3rd/4th/5th

- Respect the rights and feelings of others
- Demonstrate peaceful conflict resolution
- Show self-control
- Use equipment and space safely and properly
- Follow rules and procedures
- Is self-directed during skill practice time
- Participate in activities with goals for personal success
- Work with others regardless of differences
- Appreciate the benefits that accompany cooperation and sharing

6th-

- Participate safely and responsibly in a physical education class
- Work toward a common goal through team effort
- Display etiquette and sportsmanship in physical activity settings

1st Quarter -- Standard 1 Skills

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

1. Catch –1st Quarter
 - PK/K- catch a self bounced or tossed object
 - 1st- catch a bounced and tossed object alone or with a partner
 - 2nd- catch a bounced and tossed object alone and with a partner
 - 3rd- move to catch a variety of bounced and tossed objects
 - 4th- move to catch a variety of objects demonstrating correct technique
 - 5th- demonstrate one handed or two handed catches at different levels while moving in games and physical activities demonstrating correct technique
 - 6th – demonstrate both one handed and two handed catches at different levels while moving
2. Throw – 1st Quarter
 - PK/K- throw an object underhand and overhand
 - 1st- throw an object underhand and overhand showing opposition
 - 2nd- throw an object underhand and overhand to a target showing opposition
 - 3rd- throw an object to a stationary target showing opposition and follow through
 - 4th- throw an object to a stationary target demonstrating correct technique
 - 5th- throw an object to a moving target in games and physical activities demonstrating correct technique
 - 6th- throw an object to a moving target with accuracy
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3. Dribble/ Foot—1st Quarter
 - PK/K- dribble a ball with either foot
 - 1st- Dribble a ball with either foot keeping it close to body
 - 2nd- Dribble a ball using inside of both feet while keeping ball close to body
 - 3rd-Dribble a ball using the inside of both feet keeping it close to the body while changing directions
 - 4th- Dribble a ball using inside and outside of both feet demonstrating correct technique while changing directions
 - 5th- dribble a ball using both inside and outside of feet while changing speeds, directions and pathways in games and physical activities demonstrating correct technique
 - 6th- dribble a ball with dominant and non-dominant foot while starting and stopping and changing directions
4. Kick –1st Quarter
 - PK/K- kick a stationary ball using either foot
 - 1st- kick a variety of stationary balls using an approach with either foot
 - 2nd- kick a variety of balls both moving and stationary, using an approach using either foot
 - 3rd- attempt a variety of kicks toward a goal
 - 4th- perform a variety of kicks demonstrating correct technique and can kick while moving
 - 5th- transfer kicking skills to a variety of lead up games and activities demonstrating correct technique
 - 6th- transfer kicking skills to a variety of small group games and activities
5. Locomotor –1st Quarter
 - PK/K- walk, run, gallop, slide, jump, hop, leap and skip
 - 1st- walk, run, gallop, slide, jump, hop, leap and skip
 - 2nd- move using all eight locomotor skills at different speeds, levels, and directions
 - 3rd- move using locomotor skills at different speeds, levels and directions, and can transfer them to other activities

- 4th- move using a combination of locomotor movements in sequenced patterns to perform advanced skills (i.e. long jump, hopscotch, layup, etc.)
- 5th- move using a combination of locomotor movements in sequenced patterns to perform advanced skills (i.e. long jump, hopscotch, layup, etc.)
- 6th- move using a combination of locomotor movements in sequenced patterns to perform advanced skills (i.e. long jump, hopscotch, layup, etc.)

2nd Quarter— Standard 1: Volley

- PK/K- volley a balloon several times using hands or paddles
- 1st- volley a lightweight object or balloon several times using hands or paddle
- 2nd- volley a lightweight object several times using hands or paddle
- 3rd- volley a tossed object back to a partner using hands, arms or equipment
- 4th- volley a tossed object back to a partner using hands, arms or equipment demonstrating correct technique
- 5th- volley an object using arms, hands, or equipment back and forth several times with a partner or in a small group demonstrating correct technique
- 6th- volley an object using hands, arms, paddle or racket back and forth with a partner or in a small group

2nd Quarter— Standard 1: Short Jump Rope

- PK/K- swing a short rope overhead and jump when it hits the floor
- 1st- jump a rope forward or backward using the proper grip and two foot jumping
- 2nd- jump a short rope forward and backward and attempt beginning jump rope tricks turning the rope forward
- 3rd- jump rope turning the rope forward and backward and perform beginning jump rope tricks
- 4th- jump rope using correct technique and perform beginning jump rope tricks and attempt intermediate tricks
- 5th- jump rope using correct technique and perform intermediate tricks
- 6th- demonstrate intermediate skills with a short rope

2nd Quarter -- Standard 1: Long Jump Rope

- PK/K- jump over a long rope that is moving on the ground (i.e. snakes, ripples, swaying, etc.)
- 1st- jump a turned or swaying long rope starting beside the rope
- 2nd- jump a long rope starting beside it using a two foot jumping pattern, attempt to run into turning rope
- 3rd- run in and jump a long rope using a two foot jumping pattern
- 4th- run in either front or back door, jump and run out of front or back door, and can turn the rope with an even rhythm
- 5th- run in, jump and run out. Perform tricks and /or use equipment while jumping a long rope
- 6th- run in, jump and run out. Perform tricks and /or use equipment while jumping a long rope

2nd Quarter - Standard 3

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PK/K-

- Identify a physical activity they participate in outside of physical education class

- Identify physical activities that increase heart rate
- Sustain moderate physical activity

1st-

- Identify at least three physical activities in which they participate in outside of physical education class
- Identify a physical activity that they enjoy which increases the heart rate
- Sustain moderate physical activity

2nd-

- Explain why it is important to participate in physical activity outside of physical education class
- Participate in sustained moderate physical education that increases the heart rate
- Identify cardiorespiratory endurance as a health related component of fitness

3rd-

- Identify opportunities for regular participation in physical activity outside of PE class
- Monitor heart rate
- Identify three of five health related components of fitness
- Sustain moderate physical activity
- Increase intensity of physical activity

4th-

- Identify the benefits of frequent physical activity outside of PE class
- Identify five health related components of fitness
- Sustain moderate physical activity
- Increase intensity of physical activity

5th-

- Identify the benefits of at least three physical activities in which they participate outside of PE class
- Monitor heart rate before, during and after activity
- Identify activities that improve each area of fitness
- Sustain moderate physical activity
- Increase intensity of physical activity

6th-

- Experience and identify opportunities for regular participation in physical activity outside the classroom
- Figure personal target heart rates and monitor heart rate before, during and after activity
- Participate in vigorous activity for a sustained period of time while maintaining a target heart rate and is aware of appropriate recovery time

3rd Quarter : Standard 1- Rhythm

- PK/K- repeat a basic rhythmic pattern led by teacher
- 1st- follow a combination of rhythmic movements led by teacher
- 2nd- follow a combination of rhythmic movements to music with a specific tempo (slow-slow, fast, fast, fast)
- 3rd- incorporate a variety of equipment to rhythmic movements and patterns (i.e. lummi sticks, ropes, balls) alone or with a partner
- 4th- incorporate a variety of equipment to rhythmic movements and patterns (i.e. jump bands, tinkling) alone or with a partner
- 5th – follow an instructor using correct steps/pattern to music
- 6th- follow an instructor using correct steps/pattern to music and create simple rhythmic patterns

3rd Quarter- Standard 1 : Dribble/Hand

- PK/K- dribble with either hand in self space
- 1st- dribble with dominant hand in self and general space
- 2nd- dribble with dominant or non-dominant hand in general space
- 3rd -Dribble with dominant and non-dominant hand in general space
- 4th -Dribble with control using dominant or non-dominant hand demonstrating correct technique
- 5th -Dribble with control using dominant or non-dominant hand and changing directions in games and physical activities demonstrating correct technique
- 6th- dribble with dominant and non-dominant hand while starting and stopping and changing directions

3rd Quarter—Standard 1: Transfer of weight, Rolling and Balance

- PK/K- travel and balance using different body parts for support (i.e. animal walks, rolls, stationary balances)
- 1st- demonstrate transfer of weight while hanging; travel and balance on equipment
- 2nd- demonstrate transfer of weight, rolling and balance combined into a sequence
- 3rd- demonstrate transfer of weight, rolling and balance combined into a sequence with a partner
- 4th- demonstrate transfer of weight, rolling and balance in game situations
- 5th- demonstrate transfer of weight, rolling and balance in game situations
- 6th- demonstrate transfer of weight, rolling and balance in game situations

4th Quarter - Standard 1: Cross Lateral Skills

- PK/K- begin to use both sides of the body and cross the mid-line in a variety of movements (i.e. animal walks, criss-cross, scissor jumps, etc)
- 1st- begin to use both hands and cross the mid-line of their body in a variety of activities (i.e. cup stacking, lummi sticks, scarves)
- 2nd- Use both hands and cross the mid-line of their body in a variety of activities (jump rope tricks, beginning juggling,
- 3rd- use both hands and feet to cross the mid-line of their body in a variety of activities (i.e. dance steps, jump bands, jump rope tricks, juggling)
- 4th- combine unilateral and cross lateral moves in a variety of activities (climbing activities, double dutch jump rope, juggling sticks, and rhythms done in a smooth and rhythmic motion)

- 5th- create and /or follow rhythmic sequences using unilateral and cross lateral moves (dribbling routine, streamers and ribbons, step aerobics done in a smooth and rhythmic motion)
- 6th- create and /or follow rhythmic sequences using unilateral and cross lateral moves (dribbling routine, streamers and ribbons, step aerobics done in a smooth and rhythmic motion)

4th Quarter - Standard 1: Striking

- PK/K- Strike an object with hand, paddle or bat showing side orientation
- 1st- strike an object with paddle or bat showing side orientation and proper grip
- 2nd- strike an object with paddle or bat showing side orientation and proper grip and step
- 3rd- Strike a stationary and moving object with paddle, racquet, bat or hockey stick toward a target
- 4th- Strike a stationary and moving object with paddle, racquet, bat or hockey stick towards a target demonstrating correct technique
- 5th- Strike a stationary or moving object with paddle, racquet, bat or hockey stick towards a target with accuracy in games and physical activities demonstrating correct technique
- 6th- strike a moving object using a variety of equipment

4th Quarter --Standard 5

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- PK/K- demonstrate a willingness to try new activities
- 1st- identify several physical activities that are enjoyable
- 2nd- describe feelings that result from challenges, success, and failures during physical activity
- 3rd- describe or exhibit ways to celebrate success and achievements or self and others during physical activity
- 4th- describe the benefits that accompany cooperation and sharing during physical activity
- 5th- describe the benefits that result from participation in different forms of physical activity
- 6th- identify activities that are personally enjoyable and beneficial

4th Quarter - Standard 3

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PK/K-

- Identify a physical activity they participate in outside of physical education class
- Identify physical activities that increase heart rate
- Sustain moderate physical activity

1st-

- Identify at least three physical activities in which they participate in outside of physical education class

- Identify a physical activity that they enjoy which increases the heart rate
- Sustain moderate physical activity

2nd-

- Explain why it is important to participate in physical activity outside of physical education class
- Participate in sustained moderate physical education that increases the heart rate
- Identify cardiorespiratory endurance as a health related component of fitness

3rd-

- Identify opportunities for regular participation in physical activity outside of PE class
- Monitor heart rate
- Identify three of five health related components of fitness
- Sustain moderate physical activity
- Increase intensity of physical activity

4th-

- Identify the benefits of frequent physical activity outside of PE class
- Identify five health related components of fitness
- Sustain moderate physical activity
- Increase intensity of physical activity

5th-

- Identify the benefits of at least three physical activities in which they participate outside of PE class
- Monitor heart rate before, during and after activity
- Identify activities that improve each area of fitness
- Sustain moderate physical activity
- Increase intensity of physical activity

6th-

- Experience and identify opportunities for regular participation in physical activity outside the classroom
- Figure personal target heart rates and monitor heart rate before, during and after activity
- Participate in vigorous activity for a sustained period of time while maintaining a target heart rate and is aware of appropriate recovery time