

### **Kindergarten:**

#### **Movement Competence and Understanding:**

##### **1. Demonstrate body and spatial awareness through movement.**

- a. Travel within a large group without bumping into others or falling while using a variety of locomotor skills
- b. Demonstrate contrasts between slow and fast speeds while using locomotor skills
- f. Participate in chase-and-flee activities that include various spatial relationships

##### **2. Locate and move the major parts of the body**

- a. Move specified body parts in response to a variety of sensory cues such as auditory or visual

#### **Physical and Personal Wellness:**

##### **1. Understand that physical activity increases the heart rate, making the heart stronger**

- b. Sustain physical activity for short periods of time.

#### **Social Emotional Wellness:**

##### **1. Demonstrate respect for self, others, and equipment**

- b. Identify feelings that result from participation in physical activity.
- c. Participate as a leader and follower
- e. Play without interfering with others

##### **2. Demonstrate the ability to follow directions.**

- d. Follow established class protocols

#### **Prevention and Risk Management**

##### **1. Apply safe practices, rules, and procedures**

- a. Demonstrate safety awareness when using materials.
- b. Participate in activity without colliding into other students, objects, and surroundings

## **1<sup>st</sup> Grade**

### **Movement Competence and Understanding:**

#### **1. Demonstrate basic locomotor and non-locomotor skills and rhythmic and cross-lateral movements**

- c. Travel in forward and sideways directions using a variety of locomotor and non-locomotor patterns, and change direction quickly in response to a signal
- f. Manipulate objects such as jump ropes, scarves, hoops, and balls
- h. Demonstrate both static and dynamic balances

#### **2. Demonstrate fundamental manipulative skills**

- c. Toss a ball to oneself using the underhand throw pattern, and catch it before it bounces
- f. Use body parts and light implements to strike stationary and moving objects

#### **3. Establish a beginning movement vocabulary**

- d. Distinguish between personal space, general space, and boundaries

### **Physical and Personal Wellness:**

#### **1. Identify the body's normal reactions to moderate and vigorous physical activity**

- Identify heart beating faster, harder breathing, and sweating as reactions

### **Social Emotional Wellness:**

#### **1. Work independently and with others to complete work**

- Identify and demonstrate acceptable responses to challenges, successes, and failures

### **Prevention and Risk Management:**

#### **1. Develop movement control for safe participation in games and physical activities.**

- Recognize appropriate safety practices in general space (e.g., throwing objects when appropriate, only throwing objects when others are not in the direct line of the throw)

## **2<sup>nd</sup> Grade:**

### **Movement Competence and Understanding:**

#### **1. Demonstrate the elements of movement in combination with a variety of locomotor skills.**

- a. Move to even and uneven beats using various locomotor movements
- d. Throw, catch, strike, and trap objects while stationary or moving with a partner.

#### **2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements**

- c. Toss a ball to oneself using the underhand throw pattern, and catch it before it bounces
- f. Use body parts and light implements to strike stationary and moving objects

#### **3. Use feedback to improve performance**

- b. Identify modifications to improve performance of a skill or physical movement

### **Physical and Personal Wellness:**

#### **1. Identify healthy habits for personal wellness**

- b. Identify healthy food choices to fuel the body
- d. Identify changes in the body during exercise and how that makes you feel.
- f. Describe the role of water as an essential nutrient for the brain and body

### **Social Emotional Wellness:**

#### **1. Demonstrate positive and helpful behavior and words toward other students.**

- a. Describe how positive social interaction can make physical activity with others more fun

### **Prevention and Risk Management:**

#### **1. Apply rules, procedures, and safe practices in the classroom**

- a. Maintain safety within personal space while using implements.

### **3rd Grade:**

### **Movement Competence and Understanding:**

#### **1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports**

- b. Dribble while changing speed and direction
- c. Demonstrate throwing, catching, striking or trapping in an activity.
- d. Demonstrate skills of chasing, fleeing, and dodging to avoid others

#### **2. Perform cross lateral and rhythmic exercises that make a brain-body connection.**

- b. Perform successfully a variety of jump-rope skills using both short and long ropes, and jump to various tempos

#### **3. Demonstrate understanding of how the use of self-assessment aids in skill development**

- b. Use instructor or self-feedback to make adjustments that will improve performance

### **Physical and Personal Wellness:**

#### **2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues**

- c. Feel your heart beat after moderate to vigorous physical activity
- e. Identify physical activities that cause the heart to beat faster.

### **Social Emotional Wellness:**

#### **1. Demonstrate positive social behaviors during physical activity.**

- b. Congratulate teammates and opponents upon conclusion of a game or activity.
- c. Follow directions, activity-specific rules, procedures, and etiquette with few reminders

### **Prevention and Risk Management:**

- 1. Identify ways to prevent injuries during physical**
  - b. Understand how activities can affect safety of self and others

### **4th Grade:**

#### **Movement Competence and Understanding:**

- 1. Identify the major characteristics of mature locomotor, non-locomotor, manipulative, and rhythmic skills**
  - a. Dribble and pass an object to a moving receiver.
  - d. Use a variety of manipulatives to throw to a moving target, making the needed adjustments for skill improvement.
  - i. Demonstrate efficient patterns of striking with and without an implement.
- 2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills.**
  - a. Use peer assessment tools to recognize and evaluate the critical elements of movement in a variety of physical activities

#### **Physical and Personal Wellness:**

- 1. Explain how the health-related fitness components are used to improve physical fitness.**

##### **Evidence Outcomes.**

- b. Identify health-related components of fitness and demonstrate an exercise that positively impacts each component.
  - f. Recognize healthy and balanced meals and snacks designed to enhance the performance of physical activities
- 2. Analyze opportunities for participating in physical activity and actively engage in teacher-directed and independent activities.**
    - b. Demonstrate appropriate warm-up procedures before participation in vigorous physical activity

#### **Social Emotional Wellness:**

- 1. Assess and take responsibility for personal behavior and stress management**

- b. Set a personal goal to improve a skill and work toward that goal.
- c. Describe and demonstrate responsible behavior and decision-making while participating in physical activity
- e. Recognize that physical activity can be used as a stress management technique.

#### **Prevention and Risk Management:**

- 1. Demonstrate knowledge of safe practices in a physical activity setting.**
  - a. Explain safety considerations prior to participation in lead-up games.

## 5th Grade:

### Movement Competence and Understanding:

#### **1. Demonstrate mature form for all basic locomotor, non-locomotor, manipulative, and rhythmic skills.**

- c. Dribble a ball (by hand or foot) while preventing another person from stealing the ball.
- e. Strike an object consecutively in a competitive or cooperative game.
- g. Perform a short or long rope jump routine with a partner or small group.

#### **2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills.**

- a. Use basic understanding of the knowledge of strategies in activity settings such as moving to open space to receive a pass or intercepting an object.

#### **2. Understand why feedback can improve performance**

- c. Analyze and use basic offensive and defensive strategies, and apply rules in modified games and activities

### Physical and Personal Wellness:

#### **1. Demonstrate understanding of skill-related components of fitness and how they affect physical performance.**

##### **Evidence Outcomes.**

- c. Differentiate between health related components and skill related components

#### **2. Set personal goals for improving health-related fitness.**

- e. Identify activities that will help to improve cardio-respiratory, muscular endurance, muscular strength, flexibility, and body composition

### Social Emotional Wellness:

#### **1. Identify personal activity interests and abilities and take responsibility for individual and team performance.**

- b. Respond to winning and losing in socially appropriate ways.
- c. Develop confidence in self and others in a physical activity setting
- d. Try new activities and connect hard work and practice to success.

#### **3. Work cooperatively and productively in a group.**

- d. Demonstrate the ability to resolve conflicts with peers.

## 6th Grade:

### Movement Competence and Understanding:

#### **1. Demonstrate beginning skills for a variety of activities, games, and sports.**

- c. Strike an object consistently, using a body part and an implement so that the object travels in the intended direction at the desired height.

#### **2. Participate in activities that require problem-solving, cooperation, and team-building**

- b. Cooperate with a small group of classmates during activities, game play or team-building activities

#### **3. Demonstrate beginning strategies for a variety of activities, games, or sports.**

- c. Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy, and teach the game to another person

### **Physical and Personal Wellness:**

- 1. Understand and apply basic principles of training to improving physical fitness.**
  - f. Identify, select, and participate in activities designed to improve self-diagnosed areas for improvement in health-related fitness components.
- 2. Recognize how health-related and skill-related fitness components contribute to a health-enhancing lifestyle that embraces physical fitness**
  - Monitor the intensity of one's heart rate during physical activity.
- 4. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness.**
  - b. Strive to attain fitness goals through participation in physical activity of individual choosing.

### **Social Emotional Wellness:**

- 1. Recognize diverse skill performance in self and in others and how diversity affects activities, games, and sport participation.**
  - d. Exhibit responsible social behavior by cooperating with classmates, demonstrating inclusive behaviors.
- 2. Choose to participate cooperatively and productively in group and individual physical activities**
  - d. Demonstrate conflict resolution behavior in socially appropriate ways.
  - f. Problem-solve with a small group of classmates during adventure activities, game play or team-building activities

### **Prevention and Risk Management:**

- 1. Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury.**
  - a. Identify proper safety equipment for various physical activities.

### **7th Grade:**

#### **Movement Competence and Understanding:**

- 1. Combine the critical elements of movement and skills concepts.**
  - c. Create a game, movement, dance, or sport with a group.
  - d. Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing, catching; kicking and punting; striking; trapping; dribbling (hand and foot); and volleying.
- 2. Demonstrate beginning offensive and defensive strategies for individual and team physical activities and sports**
  - a. Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

### **Physical and Personal Wellness:**

- 1. Understand and apply principles of physical fitness to create a personal fitness plan and set personal physical fitness goals.**
  - e. Identify and incorporate self-selected activities that are enjoyable into one's personal fitness plan.
- 2. Demonstrates fitness knowledge and skills that maintain a health-enhancing lifestyle, while actively engaging in the participation of lifetime physical activities**
  - c. Participate in a variety of lifetime dual and individual sports, martial arts, or aquatic activities

### **Social Emotional Wellness:**

#### **1. Demonstrate inclusiveness in and out of classroom settings.**

- a. Seek out participation with, and show respect for, a peer with varying skill ability in a variety of physical activities
- b. Participate in group cooperation games and adventure activities to encourage team-building and fun.

#### **2. Choose to participate cooperatively and productively in group and individual physical activities**

- d. Demonstrate conflict resolution behavior in socially appropriate ways.
- f. Problem-solve with a small group of classmates during adventure activities, game play or team-building activities

### **Prevention and Risk Management:**

#### **1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation**

- c. Explain that warm-up and cool-down activities prepare the body for physical activity and help to prevent injuries

### **8th Grade:**

### **Movement Competence and Understanding:**

#### **1. Demonstrate competency in a variety of motor skills and movement patterns.**

- d. Integrate information from other subject matter into a movement activity or routine
- f. Analyze motor skills and movement patterns through a variety of skill assessments.

#### **2. Understand and apply game strategies to physical activities and sports**

- c. Diagram, explain, and justify offensive and defensive strategies in net/wall, target, invasion, and fielding/run scoring games.

### **Physical and Personal Wellness:**

#### **2. Identify preferences for lifetime physical activity.**

- a. Participate in a variety of recreational activities appropriate to a geographical area.
- b. Match personal preferences in physical activities with each of the five components of health-related physical fitness (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength).

#### **2. Demonstrates fitness knowledge and skills that maintain a health-enhancing lifestyle, while actively engaging in the participation of lifetime physical activities**

- c. Participate in a variety of lifetime dual and individual sports, martial arts, or aquatic activities

### **Social Emotional Wellness:**

#### **1. Recognize diverse skill performance in self and in others and how diversity affects activities, games, and sport participation.**

- c. Practice conflict management and listening skills in a competitive atmosphere
- d. Respond appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts

### **Prevention and Risk Management:**

- 1. Apply rules, procedures, and safe practices to create a safe school environment with no reinforcement.**
  - f. Identify and demonstrate best practices for safe participation in all physical activities.

### **High School:**

### **Movement Competence and Understanding:**

- 1. Engage in a variety of lifelong physical activities at a competent level.**
  - a. Combine and apply movement patterns from simple to complex to participate successfully in activities such as aquatic, rhythms/dance, combatives, outdoor adventure activities, and a variety of lifelong sports and games. (Level1)
- 2. Recognize how movement concepts affect brain development**
  - b. Describe how exercise enhances brain development and academic success.(Level 1)
- 2. Apply rules, principles, problem-solving skills and concepts to traditional and nontraditional movement settings**
  - a. Apply rules, protocols, and procedures to enhance game settings and maintain an organized game environment. (Level 1)

### **Physical and Personal Wellness:**

- 1. Develop, implement and monitor an individual health and fitness plan by establishing goals based on fitness assessment data.**
  - a. Develop a physical fitness plan that enhances personal health and wellness while making connections to FITT formula and Principles of Training (S.P.O.R.T.). (Level 1)
  - e. Examine fitness assessment data and develop a plan to show personal improvement toward achievement of fitness goals. This includes monitoring personal levels of fitness within each of the five health-related fitness components. (Level 1)
- 2. Examine resources to maintain lifelong health and wellness.**
  - c. Monitor physical activity through the use of fitness-based technology such as, pedometers, heart-rate monitors, and other fitness devices. (Level 1)
  - d. Explain the benefits of participation in a variety of physical activities and their connections to lifelong wellness. (Level 1)

### **Social Emotional Wellness:**

- 1. Demonstrate collaboration, cooperation, and leadership skills.**
  - d. Evaluate the role of cooperation and positive interactions with others when participating in a variety of settings.
- 3. Demonstrate responsible behavior in group settings.**
  - b. Display empathy toward others.

### **Prevention and Risk Management:**

- 1. Understand the risks and safety factors that may affect participation in physical activity.**
  - a. Describe and demonstrate the correct use of safety equipment for a variety of physical activities.
  - e. Explain strategies for the prevention of injuries when engaging in physical activity
- 2. Demonstrate knowledge of safety and emergency response procedures.**
  - b. Describe emergency procedures for a physical education setting.