

Elementary Physical Education Standards

Grades Kindergarten to 2:

Standard 1: Develops a variety of motor skills.

Rationale: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life.

- 1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.
- 1.2.2 Demonstrates jumping and landing in a non-dynamic environment.
- 1.2.3 Demonstrates transferring weight on multiple body parts.
- 1.2.4 Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.
- 1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment.
- 1.2.6 Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.
- 1.2.7 Demonstrates rolling a ball in a variety of non-dynamic practice tasks.
- 1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks.
- 1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.
- 1.2.10 Demonstrates kicking a ball in a variety of non-dynamic practice tasks.
- 1.2.11 Demonstrate dribbling with feet in a variety of non-dynamic practice tasks.
- 1.2.12 Demonstrates striking with hands in a variety of non-dynamic practice tasks.
- 1.2.13 Demonstrates striking with a short-handled implement in a variety of non- dynamic practice tasks.
- 1.2.14 Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.
- 1.2.15 Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.
- 1.2.16 Demonstrates jumping rope in a non-dynamic environment.
- 1.2.17 Demonstrates water safety skills. If a pool facility is available demonstrates water safety and basic swimming skills.

Standard 2: Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the students become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being.

2.2.1 Recognizes personal space and where to move in general space.

2.2.2 Identifies simple strategies in chasing and fleeing activities.

2.2.3 Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills.

2.2.4 Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.

2.2.5 Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms.

2.2.6 Identifies physical activities that contribute to fitness.

2.2.7 Recognizes the importance of stretching before and after physical activity.

2.2.8 Identifies the heart as a muscle that gets stronger with physical activity.

2.2.9 Recognizes that regular physical activity is good for their health.

2.2.10 Recognizes physiological changes in their body during physical activities.

2.2.11 Recognizes food and hydration choices that provide energy for physical activity.

2.2.12 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

Standard 3: Develops social skills through movements.

Rationale: Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

3.2.1 Recognizes the feelings of others during a variety of physical activity.

3.2.2 Demonstrates ability to encourage others.

- 3.2.3 Uses communication skills to share space and equipment.
- 3.2.4 Responds appropriately to directions and feedback from the teacher.
- 3.2.5 Demonstrates respectful behaviors that contribute to positive social interactions in movement.
- 3.2.6 Describes why following rules is important for safety and fairness.
- 3.2.7 Makes safe choices with physical education equipment.
- 3.2.8 Discusses problems and solutions with teacher support in a physical activity setting.
- 3.2.9 Makes fair choices as directed by teacher.
- 3.2.10 Identifies and participates in physical activities representing different cultures.

Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Rationale: Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

- 4.2.1 Identifies physical activities that can meet the need for self-expression.
- 4.2.2 Identifies physical activities that can meet the need for social interaction.
- 4.2.3 Lists ways that movement positively affects personal health.
- 4.2.4 Identifies preferred physical activities based on personal interests.
- 4.2.5 Recognizes individual challenges through movement.
- 4.2.6 Sets observable short-term goals.
- 4.2.7 Recognizes movement strengths and the need for practice for individual improvement.
- 4.2.8 Recognizes the opportunity for physical activity within physical education class.
- 4.2.9 Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.

4.2.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Grades 3 to 5:

Standard 1: Develops a variety of motor skills.

Rationale: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life.

1.5.1 Combines varied locomotor skills in a variety of practice tasks.

1.5.2 Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment.

1.5.3 Demonstrates rolling with the body in a non-dynamic environment.

1.5.4 Combines jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non-dynamic environment.

1.5.5 Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.

1.5.6 Demonstrates jumping rope in a variety of practice tasks.

1.5.7 Demonstrates jumping and landing in a non-dynamic environment.

1.5.8 Demonstrates balancing on different body parts in a non-dynamic environment.

1.5.9 Demonstrates rolling a ball in a non-dynamic environment.

1.5.10 Demonstrates throwing in a variety of practice tasks.

1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks.

1.5.12 Demonstrates catching in a variety of practice tasks.

1.5.13 Demonstrates striking with hands above waist in a variety of practice tasks.

1.5.14 Demonstrates striking with hands below waist in a variety of practice tasks.

1.5.15 Demonstrates serving an object in a non-dynamic environment.

1.5.16 Demonstrates striking an object with a short-handled implement in a variety of practice tasks.

1.5.17 Demonstrates sending and receiving an object in a variety of practice tasks.

- 1.5.18 Demonstrates kicking a ball using the instep in a variety of practice tasks.
- 1.5.19 Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks.
- 1.5.20 Demonstrates dribbling with feet in a variety of practice tasks.
- 1.5.21 Combines manipulative skills and traveling for execution to a target in a variety of practice tasks.
- 1.5.22 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.

Standard 2: Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the students become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being.

- 2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments.
- 2.5.2 Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks.
- 2.5.3 Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks.
- 2.5.4 Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills.
- 2.5.5 Demonstrates problem solving strategies in a variety of games/activities.
- 2.5.6 Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities.
- 2.5.7 Defines and provides examples of movement activities for developing the health-related fitness components.
- 2.5.8 Establishes goals related to enhancing fitness development
- 2.5.9 Defines and explains how to implement the FITT Principle for fitness development.
- 2.5.10 Defines and provides examples of movement activities for developing the skill-related fitness components.
- 2.5.11 Identifies the need for warm-up & cool-down relative to various physical activities.
- 2.5.12 Identifies location of pulse and provides examples of activities that increase heart rate.
- 2.5.13 Explains the benefits of physical activity.

- 2.5.14 Recognizes and explains how physical activity influences physiological changes in their body.
- 2.5.15 Recognizes the critical elements that contribute to proper execution of a skill.
- 2.5.16 Identifies technology tools that support physical activity goals.
- 2.5.17 Describes the impact of food and hydration choices on physical activity.
- 2.5.18 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

Standard 3: Develops social skills through movements.

Rationale: Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

- 3.5.1 Describes the perspective of others during a variety of activities.
- 3.5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting.
- 3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities.
- 3.5.4 Demonstrates safe behaviors independently with limited reminders.
- 3.5.5 Solves problems independently, with partners, and in small groups.
- 3.5.6 Makes choices that are fair according to activity etiquette.
- 3.5.7 Describes physical activities that represent a variety of cultures around the world.

Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Rationale: Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

- 4.5.1 Explains how preferred physical activities meet the need for personal self-expression.
- 4.5.2 Explains how preferred physical activities meet the need for social interaction.
- 4.5.3 Describes how movement positively affects personal health.
- 4.5.4 Explains the rationale for one's choices related to physical activity based on personal interests.
- 4.5.5 Recognizes group challenges through movement.
- 4.5.6 Sets observable long-term goals.
- 4.5.7 Identifies movement strengths and opportunities for practice for individual improvement.
- 4.5.8 Identifies physical activity opportunities outside of physical education class.
- 4.5.9 Recognizes personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting.
- 4.5.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.