

Physical Education Standards and Grade Level Benchmarks
 Early and Later Elementary: Grades Kindergarten-4th
 I= Introduce M=Major Emphasis R=Review

<u>Motor Skills</u>	K	1 st	2 nd	3 rd	4 th
Standard 1: Fundamental locomotor skills					
1.1 demonstrate appropriate form in the following locomotor skills: walk, run, leap, horizontal jump, vertical jump, skip, hop, gallop and slide.	I	I	M	M	R
Standard 2: Fundamental object control skills					
2.1: demonstrate appropriate form in the following: object control skills; underhand throw (toss), overhand throw, catch, hand dribble, kick and strike (batting/forehand).	I	I	M	M	M
Standard 3: Postural, nonlocomotor, and body control skills					
3.1: demonstrate the ability to perform nonlocomotor skills (e.g., bending, stretching, and rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing).	I	I	M	R	R
3.2: demonstrate good posture while walking/standing.	I	I	M	R	R

Standard 3 (continued)	K	1	2	3	4
3.3: demonstrate appropriate form in falling/landing/rolling (e.g., landing, forward shoulder roll, backward shoulder roll).	I	I	M	R	R
3.4: demonstrate appropriate form in selected balances (e.g., dynamic upright, static upright, inverted).		I	I	M	M
3.5: demonstrate mature form in selected vaulting and rope jumping skills.	I	I	M	M	R
3.6: demonstrate mature form in selected twisting and turning skills.		I	I	M	M
Standard 4: Fundamental Rhythmical skills					
4.1: demonstrate locomotor skills in time to selected rhythmic patterns (e.g., even, uneven, fast, slow)	I	I	M	M	M
4.2: create and/or imitate movements in response to selected rhythms (e.g., animals, machines and objects).	I	I	M	R	R
<u>Physical Fitness</u>					
Standard 5: Selected health enhancing life long physical activities.					
Standard 6: Develop and maintain healthy levels of cardio respiratory endurance.					
6.1: Sustain moderate to intense levels of physical activity that cause increase heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping and hopping).	I	I/M	M	M	M
Standard 7: develop and maintain healthy levels of muscular strength and endurance.					
7.1: Control own weight in selected body support activities to develop muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg and neck (e.g., climbing, hanging, hopping, jumping, animal walks and stunts).	I	I/M	M	R	R

Standard 8: develop and maintain healthy levels of flexibility of selected joints of the body.	K	1	2	3	4
8.1: move the major joints of the arms, legs, and trunk through a full range of motion.	I	I	M	R	R
Standard 9: develop and maintain healthy levels of body composition.					
9.1: recognize similarities and differences in body height, weight and shape.				I	I
9.2: identify the lean and fat components of the body.					I
9.3: meet health related height, weight and shape.					
<u>Cognitive Concepts</u>					
Standard 10: Apply the concepts of body awareness, time, space direction and force of movement.					
10.1: identify selected body parts, actions and planes.	I	I	M	M	R
10.2: travel in forward, sideways, and backward directions and change quickly and safely.		I	I/M	M	M/R
10.3: travel while changing speeds and directions in response to a variety of rhythms.		I	I/M	M	M/R
10.4: demonstrate slow and fast movement speeds and straight, curved and zigzagged pathways.		I	I/M	M	M/R
10.5: make both large and small body shapes.	I	M	R	R	R
10.6: demonstrate a variety of relationships with objects (e.g., over/under, behind, alongside, and through).	I	I/M	M	M/R	R

Standard 10 (continued)	K	1	2	3	4
10.7: demonstrate high, middle and low levels.	I	I/M	M	R	R
10.8: combine shapes, levels and pathways into simple sequences.			I	I/M	R
Standard 11: explain and apply the essential steps in learning motor skills.					
11.1: attend to the explanation/demonstration of motor skills.					I
11.2: identify the essential components of selected motor skills.					I
11.3: recognize the importance of correct practice and learning skills.					I
11.4: apply prior knowledge as clues for learning new skills.					I
Standard 12: describe effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health related fitness.					
12.1: describe selected immediate effects of physical activity (e.g., increased heart rate, increased body temperature, muscular tension and faster breathing rates).				I	I
<u>Personal/Social Characteristic Traits</u> Standard 13: demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.					
13.1: identify key behaviors which exemplify each of the following: personal/social character traits, compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline and work).	I	I/M	M	M	M

Standard 13 (continued)	K	1	2	3	4
13.2: recognize the benefits of possessing and the costs of not possessing each of the following: personal/social character traits, compassion, confidence, cooperation, fairness, honesty, loyalty, Perseverance, respect, responsibility, self-discipline and work.	I	I/M	M	M	M
Standard 14: all students will value physical activity and its contribution to life long health and well being.					
14.1: identify and enjoy feelings that result from participation in physical activities.	I	I/M	M	M/R	R
14.2: enjoy participation in physical activities alone and with others.	I	I	M	M	M/R
14.3: appreciate benefits that accompany compassion, cooperation, honesty and perseverance.	I	I	M	M/R	R

Physical Education Standards and Grade Level Benchmarks Elementary 5th & 6th grades

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	5th	6th
Standard 5 Motor Skills: Students will participate successfully in selected health enhancing, lifelong physical activities.		
5.1 Demonstrate a level of competence from the following categories. Personal condition, individual, dual or team sports and recreational games.	I	R/M
Standard 6 Physical Fitness: Students will develop and maintain healthy levels of cardio respiratory endurance.		
6.1 Sustain moderate levels of physical activity that cause increase heart rate. Timed or distance walk/run and other endurance activities.	I	M
Standard 7 Students will develop and maintain healthy levels of muscular strength and endurance.		
7.1 Meet standards on selected fitness activities that develop and maintain muscle strength and endurance of the abdomen, lower back and upper body, and legs. E.g. calisthenics activities and resistance training.	I	R/M
Standard 8 Students will develop and maintain healthy levels of flexibility of selected joints of the body.		

8.1 Meet standards of selected fitness activities e.g. sit and reach, trunk twists, and arm-shoulder stretches that develop and help maintain flexibility of the major joints.	R/I	R/M
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	5th	6th
Standard 9 Develop and maintain healthy levels of body composition.		
9.1 Assess personal status of body composition.	I	R/M
Standard 11 Cognitive Concepts: Students will explain and apply the essential steps in learning motor skills.		
11.1 Detect and correct errors in personal skills and performance.	I	R/M
11.2 Demonstrate appropriate methods of practicing new skills.	I	R/M
11.3 Use skills in appropriate ways in selected games and sports.	I	R/M

11.4 Create/modify activities that require the use of selected skills.	I	R/M
11.5 Recognize the importance of goal setting in skill acquisition.	I	M

Physical Education Standards and Grade Level Benchmarks Elementary 5th & 6th grades

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	5th	6th
Standard 12 Cognitive Concepts: Students will describe the effects of activity and inactivity and formulates examples of lifestyle choices that result in the development and maintenance of health-related fitness.		
12.1 Describe the long term psychological effects of right kinds of and regular physical activity. E.g. healthy physical self image, reduce stress, strong mental function and emotional health	R/I	M
12.2 Describe the effects of inactivity on health-related fitness, growth and performance.	R/I	M
12.3 Analyze potential risk associated with life long physical activities.	I	R

12.4 Analyze and categorize physical activities that will improve cardio respiratory endurance, strength and muscle endurance and flexibility.	R/I	R/M
12.5 Identify a range of physical activities that those with disabilities can participate in to help improve fitness and health.	R/I	R/M
12.6 Identify three life-long activities that one enjoys and summarize the reasons these activities are valued.	R/I	M
12.7 Recognize the effects of heat, cold and selected substances such as tobacco, alcohol, and other drugs effects personal health and performance in physical activities.	I	R/M

	5th	6th
Standard 13 Personal and Social Traits: students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in physical activity context.		
13.1 Demonstrate appropriate behaviors, which exemplify, sportsmanship, cooperation, fairness, honesty, respect, responsibility, and self-discipline.	R/I	R/M
13.2 Predict, in terms of participation, and physical activities devoted to health related fitness and sports. Personal / social character traits: compassion, confidence, cooperation, fairness, honesty, respect, responsibility, and self-discipline.	R/I	R/M

Standard 14 Students will value physical activity and its contribution to lifelong health and well-being.		
14.1 Choose to exercise outside the classroom for personal enjoyment and benefit.	I/R	M
14.2 Enjoy and participate in physical activities alone and with others.	R/M	R/M
14.3 Demonstrate a proper attitude in winning and losing, teamwork, cooperation, honesty and respect.	R/M	R/M

Content Standard 5: All students will participate successfully in health-enhancing, lifelong physical activities.

Strand 1: Motor Skills

	7th	8th
5.1 Demonstrates competence in three activities from the following categories: personal conditioning; individual, dual or team sports; recreational games.	I,R	R,M

Content Standard 5: All students will participate successfully in health-enhancing, lifelong physical activities.

Strand 1: Motor Skills

9th

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5.1 Demonstrates competence in three activities from the following categories: personal conditioning; individual, dual or team sports; recreational games.	M	R
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