

Kindergarten

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is to enable students to demonstrate mature locomotor and non-locomotor skills and combine these movements into smooth and rhythmical sequences in a variety of conditions.

Benchmark 1-P-1: Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.

GLEs

1-P-1.1 Demonstrate an awareness of personal and general space while moving in different directions.

1-P-1.2 Demonstrate correct form for the locomotor skills of walk, run, jump, hop, and gallop.

1-P-1.3 Demonstrate selected elements of space awareness movement concepts for levels and directions, such as low, medium, high, up/down, forward/backward, right/left, clockwise/counter-clockwise.

Benchmark 1-P-2: Demonstrates ways to manage body weight in a variety of situations alone or within a group

GLEs

1-P-2.1 Maintain balance on preferred and non-preferred leg in a variety of positions and levels for a minimum of five seconds.

1-P-2.2 Walk forward and sideways (feet should not cross) on a two inch line for a distance of ten feet.

1-P-2.3 Demonstrate climbing up and down steps using alternating feet.

1-P-2.4 Demonstrate the ability to support body weight while hanging, without feet touching the ground.

Benchmark 1-P-3: Performs manipulative skills using a variety of equipment in different environmental conditions.

GLEs

1-P-3.1 Demonstrate the ability to strike an object using a variety of body parts.

1-P-3.2 Demonstrate the ability to roll a ball.

1-P-3.3 Demonstrate the ability to catch a tossed ball using the hands and/or body.

1-P-3.4 Demonstrate the ability to kick a stationary object.

1-P-3.5 Demonstrate the ability to throw an object underhand.

1-P-3.6 Demonstrate the ability to bounce a ball continuously using two hands.

Benchmark 1-P-4: Performs basic rhythmic skills alone, with a partner, or within a group.

GLEs

- 1-P-4.1 Perform locomotor and non-locomotor movements to a steady beat.
- 1-P-4.2 Clap hands to a simple, rhythmic beat.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is to enable students to demonstrate elements of fundamental skills and to use them in relation to the concepts of space, effort and relationships.

Benchmark 2-P-1: Integrates other content areas through movement.

GLEs

- 2-P-1.1 Identify parts of the body (e.g. head, knee, shoulder, back, elbow, hips, and ankle)
- 2-P-1.2 Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (e.g., recognition of letters, numbers, animal movements).

Benchmark 2-P-2: Demonstrates and uses a variety of relationships with objects.

GLEs

- 2-P-2.1 Understand and respond appropriately to the terms of over, under, behind, next to, through, right, left, up, down, forward, backward, and in front of using the body and other objects.
- 2-P-2.2 Demonstrate the ability to move directionally upon verbal cue (forward, backward, sideways, around).

Benchmark 2-P-3: Identifies fundamental movement patterns.

GLEs

- 2-P-3.1 Recognize the locomotor skills of walk, run, jump, hop, gallop, levels and pathways when demonstrated.
- 2-P-3.2 Identify non-locomotor skills of push, pull, bend, twist, stretch, and turn when demonstrated.

Benchmark 2-P-4: Establishes a beginning movement vocabulary.

GLE

- 2-P-4.1 Demonstrate the ability to follow directions given the following movement vocabulary: slow/fast, forward/backward, sideways, up/down, straight

Benchmark 2-P-5: Applies appropriate concepts to performance

GLE

2-P-5.1 Demonstrate ability to change movement patterns of walk, run, jump, hop and gallop on command.

Standard 3: Exhibits a physically active lifestyle.

The intent of this standard is to enable students to develop positive attitudes toward regular physical activity and its effect on personal well being.

Benchmark 3-P-1: Participates regularly in vigorous activities outside of physical education class.

GLE

3-P-1.1 Participate regularly in a variety of non-structured and minimally organized physical activities outside of physical education class (e.g., at home, recess, before school and after school). Record using teacher/parent log.

Benchmark 3-P-2: Acknowledges that physical activity is good for personal well-being.

GLE

3-P-2.1 Explain how physical activity can improve one's health.

Benchmark 3-P-3: Experiences and expresses satisfaction from participation in physical activity.

GLE

3-P-3.1 Willingly participate in and attempt new physical activities during free time.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is to encourage students to participate in activities that promote health-related fitness.

Benchmark 4-P-1: Sustains activity from moderate to vigorous intensity levels while participating in physical activity.

GLE

4-P-1.1 Participate for short periods of time (10 minutes) in moderate to vigorous physical activities that cause increased heart rate and respiration.

Benchmark 4-P-2: Identifies physiological signs of moderate physical activity (e.g., fast heart rate, sweating, increased breathing).

GLE

4-P-2.1 Observe and describe the relationship and immediate effect of physical activity on the heart, respiration, and perspiration.

Benchmark 4-P-3: Demonstrates activities that increase muscular strength and endurance.

GLE

4-P-3.1 Demonstrate sufficient muscular strength by supporting body weight in various activities (bear walk, crab walk, seal walk).

Benchmark 4-P-4: Demonstrates moving each joint through a full range of motion.

GLE

4-P-4.1 Demonstrate the ability to correctly perform a variety of teacher-led flexibility activities regularly during physical education.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

The intent of this standard is to enable students to demonstrate safe practices, rules, and procedures with little or no reinforcement.

Benchmark 5-P-1: Demonstrates established protocols with little reinforcement (e.g., playground, classroom, and gymnasium).

GLE

5-P-1.1 Follow rules, directions, and procedures from the instructor with reinforcement.

Benchmark 5-P-2: Acknowledges the importance of being aware of one's surroundings and acting in a safe manner in physical activity settings.

GLE

5-P-2.1 Demonstrate self-discipline and responsibility while actively participating in group, individual and partner activities.

Benchmark 5-P-3: Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task.

GLE

5-P-3.1 Cooperate with another student or small group in sharing equipment and space to complete a task.

Benchmark 5-P-4: Applies the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration).

GLEs

5-P-4.1 Demonstrate the characteristics of sharing and positive interaction during physical activity.

5-P-4.2 Resolve conflicts with others in socially acceptable ways.

Standard 6: Demonstrates an understanding and respect for differences among people in physical activity settings.

The intent of this standard is to encourage students to identify and demonstrate concepts of cooperation, sharing, and consideration regardless of differences.

Benchmark 6-P-1: Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.

GLE

6-P-1.1 Choose partners or playmates without regard to physical differences.

Benchmark 6-P-2: Interacts with others regardless of personal differences (e.g., gender, ethnicity, disability).

GLE

6-P-2.1 Willingly participate with partners or groups in physical education activities regardless of gender, cultural differences, and/or special needs.

Benchmark 6-P-3: Demonstrates a willingness to help a fellow student who has difficulty completing a skill.

GLE

6-P-3.1 Demonstrate a willingness to encourage and help others in the physical activity setting through actions and words.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is to encourage students to demonstrate cooperation with others in dyads and small groups and to express their feelings through activity.

Benchmark 7-P-1: Describes the feelings that result from challenges, successes, and failures in physical activity, alone or in groups.

GLE

7-P-1.1 Communicate likes and dislikes of activities when given an opportunity to share (thumbs up, thumbs down, raising of hands, verbal responses).

Benchmark 7-P-2: Distinguishes feelings about and during physical activity.

GLEs

7-P-2.1 Express positive feelings when describing activities.

7-P-2.2 Develop and demonstrate positive attitudes towards physical activity.

Benchmark 7-P-3: Displays a willingness to participate in new activities.

GLE

7-P-3.1 Willingly choose new activities in which to participate when given several options.