Physical Education (2010): Grades K, 1, 2

Adopted 2010

Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

1. Perform various forms of loco-motor movement such as walk, run, slide, gallop, jump, hop, leap, and skip.
2. Perform a variety of non-loco-motor skills such as balancing, bending, stretching, rocking, curling, twisting, turning, pushing, pulling, swinging, swaying.
3. Dribble with hands and feet.
4. Dribble with short-handled and long-handled implements while stationary and moving.
5. Jump and land in various combinations.
6. Demonstrate balance on the ground and on objects, using bases of support other than both feet.
7. Repeatedly jump a turned rope.
8. Perform to music a grade-level appropriate individual or partner dance that utilizes three different patterns.
9. Perform a body roll (e.g., log roll, egg roll, shoulder roll, forward roll) followed by a weight transfer.
10. Strike a stationary object using hands or feet with force and accuracy.
11. Strike a stationary object using a variety of short-handled and long-handled implements.
12. Strike a moving object using hands and feet.
13. Strike a moving object using short and long handled implements.
14. Step forward with opposite foot during throw.
15. Throw or roll with force and accuracy a variety of objects.

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Catch a variety of objects.

	17. Volley a variety of objects using various body parts.
	18. Move with effort, time, force, and flow.
	19. Move in a variety of pathways (e.g. straight, curve, zig-zag).
Apply movement concepts to the learning and performance of physical activities.	1. Define open space.
	2. Explain the importance of a wide base of support in balance activities.
	3. Identify opportunities to use underhand and overhand movement (throw) patterns.
	4. Identify when to begin the kicking motion when kicking a slowly rolling ball.
	5. Explain the purpose of using a side orientation when striking a ball from a batting tee.
Participate regularly in physical activity.	1. Participate in physical activity outside of physical education class.
	2. Identify appropriate physical activities for recess and outside of school.
	3. Attempt to perform new movement skills and activities.
Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.	1. Understand and demonstrate the importance of a proper warm-up prior to physical activity.
	2. Utilize age-appropriate stretching techniques to increase flexibility.
	3. Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing).
	4. Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing).
	5. Discuss the benefits of fitness (e.g., being fit allows me to ride my bike, why it is fun to move).
	6. Discuss the benefits of healthy food and beverage choices.
Exhibit personal and social behavior that respects self and others in physical activity settings.	1. Encourage others by using verbal and nonverbal communication.
	2. Apply established class rules, procedures, and safe practices.
	3. Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.

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	4. Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions).
	5. Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).
	6. Accommodate individual differences. (e.g,. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).
	7. Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., bear or moose on playground).
	8. Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).
	8. Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).
Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	1. Celebrate personal successes and achievements as well as those of others.
	2. Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)
	3. Name physical activities that are enjoyable.
	4. Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared, angry, sad).
	5. Attempt new activities.
	6. Continue to participate when not successful on first try.
	7. Try new movements and skills willingly.