Iowa Physical Education

K-4

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. S1

1.1 Locomotor (Hopping, galloping, running, sliding, skip- ping, leaping) S1.E1

- 4 Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. S1.E1.4
- 3 Leaps using a mature pattern. S1.E1.3
- 2 Skips using a mature pattern. S1.E1.2
- 1 Hops, gallops, jogs and slides using a mature pattern. S1.E1.1
- K Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. S1.E1.K

1.2 Locomotor (Jogging, running) S1.E2

- 4 Runs for distance using a mature pattern. S1.E2.4
- 3 Travels showing differentiation between sprinting and running. S1.E2.3
- 2a Runs with a mature pattern. S1.E2.2A
- 2b Travels showing differentiation between jogging and sprinting. S1.E2.2B

1.3 Locomotor (Jumping and landing, horizontal plane) S1.E3

- 4 Uses spring-and-step take-offs and landings specific to gymnastics. S1.E3.4
- 3 Jumps and lands in the horizontal and vertical planes using a mature pattern. S1.E3.3
- 2 Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one and two-foot take-offs and landings. S1.E3.2
- 1 Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. S1.E3.1
- K Performs jumping and landing actions with balance. S1.E3.K

1.4 Locomotor (Jumping and landing, vertical plane) S1.E4

- 4 Uses spring-and-step take-offs and landings specific to gymnastics. S1.E4.4
- 3 Jumps and lands in the horizontal and vertical planes using a mature pattern. S1.E4.3
- 2 Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. S1.E4.2
- 1 Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. S1.E4.1

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K Performs jumping and landing actions with balance. S1.E4.K

1.5 Locomotor (Dance) S1.E5

4 Combines locomotor movement patterns and dance steps to create and perform an original dance. S1.E5.4

3 Performs teacher- selected and developmentally appropriate dance steps and movement patterns. S1.E5.3

2 Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms. S1.E5.2

1 Combines locomotor and nonlocomotor skills in a teacher-designed dance. S1.E5.1

K Performs locomotor skills in response to teacher-led creative dance. S1.E5.K

1.6 Locomotor (Combinations) S1.E6

4 Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks. S1.E6.4

3 Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. S1.E6.3

1.7 Nonlocomotor* (stability) Balance S1.E7

4 Balances on different bases of support on apparatus, demonstrating levels and shapes. S1.E7.4

3 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. S1.E7.3

2a Balances on different bases of support, combining levels and shapes. S1.E7.2A

2b Balances in an inverted position* with stillness and supportive base. S1.E7.2B

1 Maintains stillness on different bases of support with different body shapes. S1.E7.1

Ka Maintains momentary stillness on different bases of support. S1.E7.KA

Kb Forms wide, narrow, curled and twisted body shapes. S1.E7.KB

1.8 Nonlocomotor (stability) Weight transfer S1.E8

4 Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). S1.E8.4

3 Transfers weight from feet to hands for momentary weight support. S1.E8.3

2 Transfers weight from feet to different body parts/bases of support for balance. S1.E8.2

1 Transfers weight from one body part to another in self- space in dance and gymnastics. S1.E8.1

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Nonlocomotor (stability) Weight transfer, rolling S1.E9

4 Applies the skill of weight transfer, rolling S1.E9.4

3 Applies the skill of weight transfer, rolling S1.E9.3

2 Rolls in different directions with either a narrow or curled body shape. S1.E9.2

1 Rolls with either a narrow or curled body shape. S1.E9.1

K Rolls sideways in a narrow body shape. S1.E9.K

1.10 Nonlocomotor (stability) Curling and stretching; twisting and bending S1.E10

4 Moves into and out of balances on apparatus with curling, twisting and stretching actions. S1.E10.4

3 Moves into and out of gymnastics balances with curling, twisting and stretching actions. S1.E10.3

2 Differentiates among twisting, curling, bending and stretching actions. S1.E10.2

1 Demonstrates twisting, curling, bending and stretching actions. S1.E10.1

K Contrasts the actions of curling and stretching. S1.E10.K

1.11 Nonlocomotor (stability) Combinations S1.E11

4 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. S1.E11.4

3 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. S1.E11.3

2 Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics). S1.E11.2

1.12 Nonlocomotor (stability) Balance and weight transfers S1.E12

4 Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. S1.E12.4

3 Combines balance and weight transfers with movement concepts to create and perform a dance. S1.E12.3

1.13 Manipulative (Underhand throw) S1.E13

4 Applies the skill of underhand throwing. S1.E13.4

3 Throws underhand to a partner or target with reasonable accuracy. S1.E13.3

2 Throws underhand using a mature pattern. S1.E13.2

1 Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. S1.E13.1

K Throws underhand with opposite foot forward. S1.E13.K

1.14 Manipulative (Overhand throw) S1.E14

4a Throws overhand using a mature pattern in nondynamic environments (closed skills). S1.E14.4A

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4b Throws overhand to a partner or at a target with accuracy at a reasonable distance. S1.E14.4B

3 Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non- dynamic environments (closed skills), for distance and/or force. S1.E14.3

2 Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. S1.E14.2

1.15 Manipulative (Passing with hands) S1.E15

4 Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). S1.E15.4

1.16 Manipulative (Catching) S1.E16

4 Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills). S1.E16.4

3 Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. S1.E16.3

2 Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. S1.E16.2

1a Catches a soft object from a self-toss before it bounces. S1.E16.1A

1b Catches various sizes of balls self-tossed or tossed by a skilled thrower. S1.E16.1B

Ka Drops a ball and catches it before it bounces twice. S1.E16.KA

Kb Catches a large ball tossed by a skilled thrower. S1.E16.KB

1.17 Manipulative (Dribbling and/or ball control with hands) S1.E17

4a Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. S1.E17.4A

4b Dribbles in general space with control of ball and body while increasing and decreasing speed. S1.E17.4B

3 Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. S1.E17.3

2a Dribbles in self-space with preferred hand demonstrating a mature pattern. S1.E17.2A

2b Dribbles using the preferred hand while walking in general space. S1.E17.2B

1 Dribbles continuously in self-space using the preferred hand. S1.E17.1

K Dribbles a ball with one hand, attempting the second contact. S1.E17.K

1.18 Manipulative (Dribbling/ball control with feet) S1.E18

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4 Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. S1.E18.4

3 Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. S1.E18.3

2 Dribbles with the feet in general space with control of ball and body. S1.E18.2

1 Taps or dribbles a ball using the inside of the foot while walking in general space. S1.E18.1

K Taps a ball using the inside of the foot, sending it forward. S1.E18.K

1.19 Manipulative (Passing and receiving with feet S1.E19

4a Passes and receives a ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). S1.E19.4A

4b Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass. S1.E19.4B

3 Passes and receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass. S1.E19.3

1.20 Manipulative (Dribbling in combination) S1.E20

4 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). S1.E20.4

1.21 Manipulative (Kicking) S1.E21

4 Kicks along the ground and in the air, and punts using mature patterns. S1.E21.4

3a Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. S1.E21.3A

3b Uses a continuous running approach and kicks a stationary ball for accuracy. S1.E21.3B

2 Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. S1.E21.2

1 Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. S1.E21.1

K Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 critical elements of a mature kicking pattern. S1.E21.K

1.22 Manipulative (Volley underhand) S1.E22

4 Volleys underhand using a mature pattern, in a dynamic environment (e.g., two square, four square, handball). S1.E22.4

3 Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. S1.E22.3

2 Volleys an object upward with consecutive hits. S1.E22.2

1 Volleys an object with an open palm, sending it upward. S1.E22.1

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K Volleys a light-weight object (balloon), sending it upward. S1.E22.K

1.23 Manipulative (Volley overhead) S1.E23

4 Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. S1.E23.4

1.24 Manipulative (Striking with short implement) S1.E24

4a Strikes an object with a short-handled implement while demonstrating a mature pattern. S1.E24.4A

4b Strikes an object with a short-hand- led implement, alternating hits with a partner over a low net or against a wall. S1.E24.4B

3a Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. S1.E24.3A

3b Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. S1.E24.3B

2 Strikes an object upward with a short-handled implement, using consecutive hits. S1.E24.2

1 Strikes a ball with a short-handled implement, sending it upward. S1.E24.1

K Strikes a light-weight object with a paddle or short-handled racket. S1.E24.K

1.25 Manipulative (Striking with long implement) S1.E25

4 Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow- through). S1.E25.4

3 Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. S1.E25.3

2 Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation. S1.E25.2

1.26 Manipulative (In combination with locomotor) S1.E26

4 Combines traveling with the manipulative skills of drib- bling, throwing, catching and striking in teacher and/ or student-designed small-sided practice-task environments. S1.E26.4

1.27 Manipulative (Jump Rope) S1.E27

4 Creates a jump-rope routine with either a short or long rope. S1.E27.4

3 Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. S1.E27.3

2a Jumps a self-turned rope consecutively forward and backward with a mature pattern. S1.E27.2A

2b Jumps a long rope 5 times consecutively with students turners. S1.E27.2B

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1a Jumps forward or backward consecutively using a self-turned rope. S1.E27.1A

1b Jumps a long rope up to 5 times consecutively with teacher-assisted turning. S1.E27.1B

Ka Executes a single jump with self-turned rope. S1.E27.KA

Kb Jumps a long rope with teacher-assisted turning. S1.E27.KB

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. S2

2.1 Movement concepts (Space) S2.E1

4a Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). S2.E1.4A

4b Applies the concept of closing spaces in small-sided practice tasks. S2.E1.4B

4c Dribbles in general space with changes in direction and speed. S2.E1.4C

3 Recognizes the concept of open spaces in a movement context. S2.E1.3

2 Combines locomotor skills in general space to a rhythm. S2.E1.2

1 Moves in self-space and general space in response to designated beats or rhythms. S2.E1.1

Ka Differentiates between movement in personal (self- space) and general space. S2.E1.KA

Kb Moves in personal space to a rhythm. S2.E1.KB

2.2 Movement concepts (Pathways, shapes, levels) S2.E2

4 Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. S2.E2.4

3. Recognizes locomotor skills specific to a wide variety of physical activities. S2.E2.3

2 Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. S2.E2.2

1a Travels demonstrating low, middle and high levels. S2.E2.1A

1b Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). S2.E2.1B

K Travels in three different pathways. S2.E2.K

2.3 Movement concepts (Speed, direction, force) S2.E3

4a Applies the movement concepts of speed, endurance and pacing for running. S2.E3.4A

4b Applies the concepts of direction and force when striking an object with a short-handed implement, sending it toward a designated target. S2.E3.4B

3 Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. S2.E3.3

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2 Varies time and force with gradual increases and decreases. S2.E3.2

1a Differentiates between fast and slow speeds. S2.E3.1A

1b Differentiates between strong and light force. S2.E3.1B

K Travels in general space with different speeds. S2.E3.K

2.4 Movement concepts (Alignment and muscular tension) S2.E4

4 Applies the skill of alignment and muscular tension. S2.E4.4

3a Employs the concept of alignment in gymnastics and dance. S2.E4.3A

3b Employs the concept of muscular tension with balance in gymnastics and dance. S2.E4.3B

2.5 Movement concepts (Strategies & tactics) S2.E5

4a Applies simple offensive strategies and tactics in chasing and fleeing activities. S2.E5.4A

4b Applies simple defensive strategies and tactics in chasing and fleeing activities. S2.E5.4B

4c Recognizes the types of kicks needed for different games and sports situations. S2.E5.4C

3a Applies simple strategies and tactics in chasing activities. S2.E5.3A

3b Applies simple strategies in fleeing activities. S2.E5.3B

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. S3

3.1 Physical activity knowledge S3.E1

4 Analyzes opportunities for participating in physical activity outside physical education class. S3.E1.4

3a Charts participation in physical activities outside physical education class. S3.E1.3A

3b Identifies physical activity as a way to become healthier. S3.E1.3B

2 Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). S3.E1.2

1. Discusses the benefits of being active and exercising and/or playing. S3.E1.1

K Identifies active-play opportunities outside physical education class. S3.E1.K

3.2 Engages in physical activity S3.E2

4 Engages actively in the activities of physical education class, both teacher-directed and independent. S3.E2.4

3 Engages actively in the activities of physical education class without teacher prompting. S3.E2.3

2. Engages actively in physical education class in response to instruction and practice. S3.E2.2

1 Engages actively in physical education class. S3.E2.1

K Participates actively in physical education class. S3.E2.K

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3.3 Fitness knowledge S3.E3

- 4 Identifies the components of health-related fitness. S3.E3.4
- 3 Describes the concept of fitness and provides examples of physical activity to enhance fitness. S3.E3.3
- 2a Uses own body as resistance (e.g., holds body in plank position, animal walks) 4 for developing strength. S3.E3.2A
- 2b Identifies physical activities that contribute to fitness. S3.E3.2B
- 1 Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. S3.E3.1
- K Recognizes that when you move fast, your heart beats faster and you breathe faster. S3.E3.K

3. Fitness knowledge S3.E4

- 4 Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment. S3.E4.4
- 3 Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. S3.E4.3

3.5 Assessment and program planning S3.E5

- 4a Completes fitness assessments (pre and post). S3.E5.4A
- 4b Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. S3.E5.4B
- 3 Demonstrates, with teacher direction, the health-related fitness components. S3.E5.3

3.6 Nutrition S3.E6

- 4 Discusses the importance of hydration and hydration choices relative to physical activities. S3.E6.4
- 3 Identifies foods that are beneficial for before and after physical activity. S3.E6.3
- 2. Recognizes the “good health balance” of good nutrition with physical activity. S3.E6.2
- 1 Differentiates between healthy and unhealthy foods. S3.E6.1
- K Recognizes that food provides energy for physical activity. S3.E6.K

The physically literate individual exhibits responsible personal and social behavior that respects self and otl

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4.1 Personal responsibility S4.E1

- 4 Exhibits responsible behavior in independent group situations. S4.E1.4
- 3. Exhibits personal responsibility in teacher-directed activities. S4.E1.3
- 2. Practices skills with minimal teacher prompting. S4.E1.2
- 1 Accepts personal responsibility by using equipment and space appropriately. S4.E1.1

K Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). S4.E1.K

4.2 Personal responsibility S4.E2

4 Reflects on personal social behavior in physical activity. S4.E2.4

3 Works independently for extended periods of time. S4.E2.3

2. Accepts responsibility for class protocols with behavior and performance actions. S4.E2.2

1 Follows the rules and parameters of the learning environment. S4.E2.1

K Acknowledges responsibility for behavior when prompted. S4.E2.K

4.3 Accepting feedback S4.E3

4 Listens respectfully to corrective feedback from others (e.g., peers, adults). S4.E3.4

3 Accepts and implements specific corrective feedback from the teacher. S4.E3.3

2. Accepts specific corrective feedback from the teacher. S4.E3.2

1 Responds appropriately to general feedback from the teacher. S4.E3.1

K Follows instruction and directions when prompted. S4.E3.K

4.4 Working with others S4.E4

4a Praises the movement performance of others both more skilled and less skilled. S4.E4.4A

4b Accepts players of all skill levels into the physical activity. S4.E4.4B

3a Works cooperatively with others. S4.E4.3A

3b Praises others for their success in movement performance. S4.E4.3B

2 Works independently with others in partner environments. S4.E4.2

1 Works independently with others in a variety of class environments (e.g., small and large groups). S4.E4.1

K Shares equipment and space with others. S4.E4.K

4.5 Rules & etiquette S4.E5

4. Exhibits etiquette and adherence to rules in a variety of physical activities. S4.E5.4

3 Recognizes the role of rules and etiquette in physical activity with peers. S4.E5.

2 Recognizes the role of rules and etiquette in teacher-designed physical activities. S4.E5.2

1 Exhibits the established protocols for class activities. S4.E5.1

K Recognizes the established protocol for class activities. S4.E5.K

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Safety S4.E6

4 Works safely with peers and equipment in physical activity settings. S4.E6.4

3 Works independently and safely in physical activity settings. S4.E6.3

2a Works independently and safely in physical education. S4.E6.2A

2b Works safely with physical education equipment. S4.E6.2B

1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders. S4.E6.1

K Follows teacher directions for safe participation and proper use of equipment with minimal reminders. S4.E6.K

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. S5

5.1 Health S5.E1

4 Examines the health benefits of participating in physical activity. S5.E1.4

3. Discusses the relationship between physical activity and good health. S5.E1.3

2 Recognizes the value of "good health balance." S5.E1.2

1 Identifies physical activity as a component of good health. S5.E1.1

K Recognizes that physical activity is important for good health. S5.E1.K

5.2 Challenge S5.E2

4 Rates the enjoyment of participating in challenging and mastered physical activities. S5.E2.4

3. Discusses the challenge that comes from learning a new physical activity. S5.E2.3

2 Compares physical activities that bring confidence and challenge. S5.E2.2

1 Recognizes that challenge in physical activities can lead to success. S5.E2.1

K Acknowledges that some physical activities are challenging/difficult. S5.E2.K

5.3 Self-expression & enjoyment S5.E3

4 Ranks the enjoyment of participating in different physical activities. S5.E3.4

3 Reflects on the reasons for enjoying selected physical activities. S5.E3.3

2. Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in games environments). S5.E3.2

1a Describes positive feelings that result from participating in physical activities. S5.E3.1A

1b Discusses personal reasons (i.e., the "why") for enjoying physical activities. S5.E3.1B

Ka Identifies physical activities that are enjoyable. S5.E3.KA

Kb Discusses the enjoyment of playing with friends. S5.E3.KB

Social interaction S5.E4

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4 Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. S5.E4.4

3 Describes the positive social interactions that come when engaged with others in physical activity. S5.E4.3