Ohio Physical Education

# Grades K-2

**Develops a variety of motor skills: 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. The development of motor skills contributes to an individual's physical literacy journey.** 1

**A Demonstrates locomotor and non-locomotor skills in a variety of ways.**

K.1 Demonstrates the locomotor skills of walk and run using critical elements. Explores the 1.K.1

1.1 Demonstrates the locomotor skills of run, slide, and skip using critical elements. Explores 1.1.1

2.1 Demonstrates all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) 1.2.1

K.2 Explores jumping both vertically and horizontally, taking off on two feet and landing on two feet. 1.K.2

1.2 Demonstrates jumping both vertically and horizontally, taking off on two feet and landing on two 1.1.2

2.2 Performs jumping both vertically and horizontally, taking off on two feet and landing on two feet 1.2.2

K.3 Explores transfer of weight by rocking and rolling. 1.K.3

1.3 Demonstrates a variety of different rocking skills (e.g., forward/backward, side/side) and rolling 1.1.3

2.3 Performs combinations of rolling and balance skills. 1.2.3

K.4 Explores non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and stable 1.K.4

1.4 Demonstrates non-locomotor skills in exploratory and controlled settings and in response to 1.1.4

2.4 Performs combinations of non-locomotor and locomotor skills in a movement pattern. 1.2.4

K.5 Explores balances using a variety of body parts (e.g., 1/2/3/4-point balances) and body shapes 1.K.5

1.5 Demonstrates balances in a variety of ways using equipment (e.g., balance ball or board), 1.1.5

2.5 Performs static and dynamic balance skills as part of a movement pattern. 1.2.5

**B Demonstrates developing control of fundamental manipulative skills.**

K.6 Bounces and catches a ball with both hands in a stable environment. 1.K.6

..6 Dribbles a ball with one hand in a stable environment through self and general space. 1.1.6

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2.6 Dribbles a ball with one hand using variations in speed, direction, pathway, and relationship with 1.2.6

K.7 Explores rolling a ball underhand. 1.K.7

1.7 Rolls a ball underhand to a stationary target. 1.1.7

2.7 Rolls a ball underhand to a stationary target at varying distances. 1.2.7

K.8 Catches a bounced ball. 1.K.8

1.8 Catches a self-tossed object with hands. 1.1.8

2.8 Catches objects coming from different directions, heights, and speed. 1.2.8

K.9 Explores throwing objects in a variety of ways. 1.K.9

1.9 Throws objects using stepping in opposition. 1.1.9

2.9 Performs an overhand throw while stepping in opposition, using a side orientation with 1.2.9

K.10 Kicks a stationary ball. 1.K.10

1.10 Kicks a ball for force using a backswing with the kicking leg and stepping next to the ball 1.1.10

2.10 Kicks a rolled or moving ball for power using critical elements. 1.2.10

K.11 Explores dribbling an object with feet in self and general space. 1.K.11

1.11 Dribbles an object with feet in self and general space. 1.1.11

2.11 Dribbles a ball with feet using variations in speed, direction, pathway, and relationship with 1.2.11

K.12 Strikes a lightweight object (e.g., balloon) using different body parts and keeps it in the air. 1.K.12

1.12 Strikes an object (e.g., ball, balloon) using different body parts. 1.1.12

2.12 Strikes a variety of objects with hands to control force and direction. 1.2.12

K.13 Explores striking a lightweight object (e.g., balloon) using a short- and long-handled implement 1.K.13

1.13 Strikes a lightweight object (e.g., balloon) using a short- and long-handled implement (e.g., foam 1.1.13

2.13 Strikes an object using a short- and long-handled implement (e.g., foam paddle, pickleball 1.2.13

K.14 Moves in time with a changing beat (e.g., music, drum, clap, stomp). 1.K.14

1.14 Moves to a rhythmic beat or pattern. 1.1.14

2.14 Performs rhythmic dance steps and sequences. 1.2.14

K.15 Explores jumping over a rope. 1.K.15

1.15 Jumps one time with a self-turned rope. 1.1.15

.15 Jumps continuously over a self-turned rope. 1.2.15

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K.16 Demonstrates safety skills in community activities, including water safety and cycling/wheeled 1.K.16

1.16 Demonstrates safety skills in community activities, including water safety and cycling/wheeled 1.1.16

2.16 Demonstrates safety skills in community activities, including water safety and cycling/wheeled skills. 1.2.16

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**Applies knowledge related to movement and fitness concepts: Through learning experiences in physical education, students use their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skillrelated fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.** 2

A **Understands and applies the knowledge of critical elements of fundamental motor skills and the principles of health-related fitness.**

K.1 Identifies boundaries for self-space and general space. 2.K.1

1.1 Applies concepts of self and general space to accomplish movement tasks. 2.1.1

2.1 Applies concepts of general and personal space to accomplish movement tasks in movement 2.2.1

K.2 Identifies differences in self and general space. 2.K.2

1.2 Identifies the differences in levels and speed, along with self and general space, used within a 2.1.2

2.2 Identifies the proper use of effort and distance, along with levels, speed, and space in a physical 2.2.2

K.3 Distinguishes between locomotor skills and repeats the critical elements for each. 2.K.3

1.3 Differentiates between locomotor and manipulative skills and identifies appropriate critical 2.1.3

2.3 Differentiates between locomotor, non-locomotor, and manipulative skills and identifies critical 2.2.3

K.4 Recognizes activities that contribute to fitness. 2.K.4

1.4 Recognizes the difference between fitness components and activities (e.g. push-ups, sit-ups, 2.1.4

2.4 Names activities that align with each component of health-related fitness (cardiorespiratory, 2.2.4

K.5 Repeats ways to stretch muscles in the body before physical activity. 2.K.5

1.5 Identifies ways to stretch muscles in the upper and lower body before and after physical activity. 2.1.5

2.5 Identifies ways to stretch muscles in various parts of the body before and after physical activity. 2.2.5

K.6 Identifies water and cycling/wheeled safety skills and unique risks of each environment. 2.K.6

1.6 Identifies water and cycling/wheeled safety skills and unique risks of each environment. 2.1.6

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.6 Identifies water and cycling/wheeled safety skills and unique risks of each environment. 2.2.6

**B Understands and identifies the principles, components, and practices of healthrelated physical fitness.**

K.7 Recognizes the heart as a muscle that grows stronger with exercise and physical activity. 2.K.7

1.7 Identifies the heart as a muscle that grows stronger with exercise and physical activity. 2.1.7

2.7 Names activities that increase heart rate. 2.2.7

K.8 Recognizes and differentiates between physical activity and inactivity. 2.K.8

1.8 Identifies opportunities for physical activity. 2.1.8

2.8 Identifies opportunities for physical activity as it relates to good health. 2.2.8

K.9 Recognizes changes in the body during physical activity. 2.K.9

1.9 Recognizes changes in the body during physical activity. 2.1.9

2.9 Identifies physiological changes in the body during physical activity. 2.2.9

K.10 Recognizes that food and hydration provide energy for physical activity. 2.K.10

1.10 Differentiates between healthy and unhealthy food and beverage choices for physical activity. 2.1.10

2.10 Suggests healthy alternatives to unhealthy food and beverage choices related to physical activity. 2.2.10

**Develops social skills through movement: 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

**A Knows and follows procedures and safe practices.**

K.1 Explains why rules related to safety are important. 3.K.1

1.1 Explains why rules related to safety are important for self and others. 3.1.1

2.1 Describes why following rules are important for safety and fairness. 3.2.1

K.2 Follows directions and uses equipment safely with a partner. 3.K.2

1.2 Follows directions and uses equipment safely with a partner or within a group. 3.1.2

2.2 Follows directions and uses equipment safely with a partner and within a group. 3.2.2

**B Engages in responsible behavior in physical activity settings.**

K.3 Recognizes that others have feelings. 3.K.3

1.3 Recognizes that others have feelings different from one's own. 3.1.3

2.3 Respects feelings of those who may be of different backgrounds or different skill levels. 3.2.3

K.4 Claps and cheers for classmates. 3.K.4

1.4 Provides frequent positive comments or gestures to classmates. 3.1.4

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.4 Provides frequent positive comments or gestures to classmates who are being challenged. 3.2.4

K.5 Listens to and uses kind words in a physical activity setting. 3.K.5

1.5 Listens to and uses kind words while working with a partner. 3.1.5

2.5 Communicates positively in small group physical activities. 3.2.5

K.6 Responds appropriately to directions and feedback from the teacher. 3.K.6

1.6 Responds appropriately to directions and feedback from the teacher. 3.1.6

2.6 Responds appropriately to directions and feedback from the teacher. 3.2.6

K.7 Engages in positive behaviors that are respectful to others. 3.K.7

1.7 Engages in positive behaviors that are respectful to others independently or with a partner. 3.1.7

2.7 Engages in positive behaviors that are respectful to others in small group settings. 3.2.7

K.8 Recognizes a problem in a physical activity setting and asks for support from a teacher. 3.K.8

1.8 Describes a problem in a physical activity setting and asks for support from a teacher. 3.1.8

2.8 Communicates a problem and offers solutions to a partner or small group in a physical activity 3.2.8

K.9 Engages in behaviors that are helpful to others as directed by the teacher (e.g., taking turns, 3.K.9

1.9 Engages in behaviors that are helpful to others as directed by the teacher (e.g., taking turns, 3.1.9

K.10 Identifies physical activities that foster global awareness and build community. 3.K.10

1.10 Identifies physical activities that foster global awareness and build community. 3.1.10

2.10 Identifies physical activities that foster global awareness and build community. 3.2.10

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**Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity: Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and su pa activities that are**

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**A Identifies health benefits as reasons to participate and value physical activity.**

K.1 Recognizes that physical activity has positive health benefits. 4.K.1

1.1 Names physical activities that lead to positive health benefits. 4.1.1

2.1 Identifies specific health benefits from participation in daily physical activity. 4.2.1

K.2 Recognizes that some physical activities are more challenging than other physical activities. 4.K.2

1.2 Recognizes that some physical activities are more challenging than other physical activities. 4.1.2

.2 Recognizes that some physical activities are more challenging than other physical activities. 4.2.2

**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

K.3 Explains that Physical Education class is an opportunity to be physically active throughout the day. 4.K.3

1.3 Explains that Physical Education class is an opportunity to be physically active throughout the day. 4.1.3

2.3 Explains that Physical Education class is an opportunity to be physically active throughout the day. 4.2.3

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**B Identifies personal benefits to participating in physical activity.**

K.4 Identifies physical activities that are enjoyable based on personal interest. 4.K.4

1.4 Identifies physical activities that are enjoyable based on personal interest. 4.1.4

2.4 Identifies physical activities that are enjoyable based on personal interest. 4.2.4

K.5 Reflects on what activities are enjoyable during Physical Education class. 4.K.5

1.5 Reflects on what activities are enjoyable during Physical Education class. 4.1.5

2.5 Reflects on reasons why activities are enjoyable during Physical Education class. 4.2.5

K.6 Follows short-term physical activity goals provided by teacher. 4.K.6

1.6 Follows short-term physical activity goals provided by teacher. 4.1.6

2.6 Sets short-term physical activity goals with teacher guidance. 4.2.6

K.7 Practices strategies for managing one's emotions and behaviors, such as breathing or sensory 4.K.7

1.7 Practices strategies for managing one's emotions and behaviors, such as breathing or sensory 4.1.7

2.7 Practices strategies for managing one's emotions and behaviors, such as breathing or sensory breaks during physical activity. 4.2.7