

Content Standards in Physical Education

A physically educated person:

1. Demonstrated competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Standard #1: Uses a variety of basic and advanced movement forms.

Benchmarks—Grades K-2:

- A. Demonstrates a variety of basic locomotor movements (running, hopping, galloping, sliding, skipping).
- B. Uses a variety of basic non-locomotor movements (bending, twisting, stretching, turning, lifting).
- C. Uses a variety of basic object control skills (underhand and overhand throw, catch, hand dribble, foot dribble, kick, strike).

Benchmarks—Grades 3-5:

- A. Demonstrates correct form in object control skills (throw, catch, hand dribble, foot dribble, kick, punt, pass).
- B. Uses basic sport-specific skills for a variety of physical activities (basketball chest pass, soccer dribble, fielding a softball).
- C. Uses beginning strategies for net and invasion games (racket sports, foot dribble).

Standard #2: Uses movement concepts and principles in the development of motor skills:

Benchmarks—Grades K-2:

- A. Demonstrates concepts of spatial awareness and movement control with a variety of basic skills (running hopping, skipping).
- B. Understands the critical elements of a variety of basic movement patterns such as throwing (ready position, arm position, step with leg opposite the throwing arm, follow through, accuracy of throw).

Benchmarks—Grades 3-5:

- A. Demonstrates basic offensive and defensive strategies in unstructured game environments (limited rules, modified equipment, small numbers of participants).

Standard #3: Understands the benefits and costs associated with participation in physical activity.

Benchmarks—Grades K-2:

- A. Understands the health benefits of physical activity (good health, physical endurance).

Benchmarks—Grades 3-5:

- A. Decides to become involved in physical activities based on a variety of factors (personal interests and capabilities, perceived social and physical benefits, challenge and enjoyment).
- B. Understands activities that provide personal challenge (risk taking, adventure, competitive activities).

Standard #4: Understands how to monitor and maintain a health enhancing level of physical fitness.

Benchmarks—Grades K-2:

- A. Engages in basic activities that cause cardio respiratory exertion (running, galloping, skipping, hopping).
- B. Knows the physiological indicators (perspiration, increased heart and breathing rate) that accompany moderate to vigorous physical activity.
- C. Engages in activities that develop muscular strength and endurance (climbing, hanging, curl-ups).

Benchmarks—Grades 3-5:

- A. Engages in activities that develop and maintain muscular strength (push-ups, pull-ups, isometric strength, jump rope).
- B. Attains minimum fitness standards for appropriate level of a standardized physical fitness test (aerobic capacity, muscle strength, endurance, flexibility, agility).
- C. Uses information from fitness assessments to improve selected fitness components.

Standard #5: Understands the social and personal responsibility associated with participation in physical activity.

Benchmarks—Grade K-2:

- A. Follows rules and procedures (playground, classroom, gymnasium rules) with little reinforcement.
- B. Uses equipment and space safely and properly (takes turns using equipment, puts equipment away).
- C. Understands the purpose of rules in games.
- D. Understands the social contributions of physical activity (learning to cooperate and interact with others, having a role in team activities).
- E. Works cooperatively, takes turns, is supportive, and partners with another to complete an assigned task).
- F. Understands the elements of socially acceptable conflict resolution in physical activity settings (cooperation, sharing, consideration).
- G. Understands the importance of playing, cooperating, and respecting other regardless of personal differences (gender, ethnicity, disability) during physical activities.

Kindergarten – 2nd Grade Assessments

1. Teacher Observation, child demonstrates selected critical elements of locomotion skills, and responds with correct locomotor skills.
2. Associates faster heartbeat with vigorous activity, associates slower heartbeat with rest and identify physical activities that elicit a faster heartbeat.
3. Recognizes participation with partner/group requires sharing and cooperation. Recognizes sharing to lead to a positive feeling and acceptance.
4. Indicates verbal or nonverbal positive feelings toward physical activity.
5. Demonstrates consistent and smooth performance, such as catching, throwing, running, activities involving flexibility.
6. Demonstrates honesty, being polite, sharing, and smiles and shows verbal and nonverbal indicators of enjoyment.

3rd – 5th Grade Assessments

1. A teacher observation and skills test to evaluate throws, catches, kicks, movement, balance, and action during performance.
2. Student displays focus, accurate judgment and performance.
3. Practice showing definite improvement in performance and stays with the focus given by the teacher.
4. Identifies correctly those activities that contribute to different components of health-related fitness.
5. Shows awareness of the individual preferences for different activities.
6. Engages in appropriate activity that results in the development of muscular strength, maintains continuous aerobic activity, supports, lifts and controls body weight, and participates in regular physical activity for the sole purpose of improving physical fitness for a healthy life.
7. Correctly identifies personal goals and works realistically for the goal.
8. Identifies appropriate safety practices, rules, and recognized similarities and differences among activities.
9. Indicates respect and recognizes similarities and differences of each individual to them—also considering the disabled.
10. Expresses appreciation for the success of others, shares feelings with others, and shows good sportsmanship whether a win or a loss.

What Do We Do In Physical Education?

For Grades K-2: Students in grades K-2 work on a variety of skills designed to help improve hand-eye coordination, balance, locomotor skills, physical fitness, and overall coordination. Activities presented include movement education, stations, games, obstacle courses, balance tasks, and rhythms.

The types of equipment students will use at this level include: bean bags, Nerf balls of various sizes, Koosh balls, scoops, hula hoops, deck rings, scarves, jump ropes, mats, parachutes, scooters and balloons.

For Grades 3-5: Students in grades 3-5 receive physical education 2 times a week for 40 minutes each class. Students in these grades begin working in small and large groups while learning lead-up games, catching, throwing, kicking skills, fitness activities, jump rope, tag games, and cooperative activities. Physical fitness testing is incorporated at the 4th and 5th grade level, and will include the five health-related components of fitness: flexibility, upper body strength, cardiovascular endurance, agility, and stomach muscle strength and endurance.

The primary goals of physical education at this level is to provide experiences that improve fitness levels, and for students to learn skills that enable them to be successful at lifelong activity.

Physical Education Is For All Students

P – Physical fitness

H – Health for Life

Y – Your child is important

S – Social skills are developed

I – Inspired to learn

C – Child-centered program

A – All Children are special

L – Love to move

E – Exercise everyday

D – Developmentally appropriate lessons

U – Understanding self and others

C – Cooperation is a key

A – All children are successful

T – Take the opportunity to grow and learn

I – Independent workers

O – On the road to success

N – Never quit