|  |
| --- |
| **Strand Physical Education** |
| Standard PE. 1 - Motor Skills and Movement Patterns |
| Standard PE. 2 - Concepts and Strategies |
| Standard PE. 3 – Fitness Education |
| Standard PE. 4 - Responsible Personal and Social Behavior |
| Standard PE. 5 - Recognition of the Value of Physical Activity |

|  |  |
| --- | --- |
| **Standard 1** | **Motor Skills and Movement Patterns: Physically literate students demonstrate competency in a variety of motor skills and movement patterns.**  |
| **Childhood** |
| **Performance Expectations** | **Kindergarten** | **Grade 1** | **Grade 2** |
| **1.1 Locomotor Skills** | Practices critical elements of locomotor skills.  | Uses recognizable forms of basic locomotor skills in different pathways, levels or directions. | Executes a combination of locomotor skills in different pathways, levels or directions. |
| **1.2 Non-locomotor Skills** | Practices critical elements of non-locomotor skills. | Uses recognizable forms of non-locomotor skills to move and control the body. | Executes more complex non-locomotor skills to move and control the body. |
| **1.3 Locomotor and Non-locomotor Combination Skills** | Replicates locomotor skills in response to teacher led creative movement sequence. | Combines locomotor and non-locomotor skills in a teacher designed movement sequence. | Performs a rhythmic activity with correct response to simple rhythms. |
| **1.4 Manipulative Skills** | Practices critical elements of basic manipulative skills. | Uses critical elements of basic manipulative skills. | Executes a variety of manipulative skills while maintaining control of body and objects/ equipment. |
| **Performance Expectations**  | **Grade 3**  | **Grade 4** | **Grade 5** |
| **1.1 Locomotor Skills** | Demonstrates mature patterns of locomotor skills | Demonstrates combinations of complex locomotor skills in various physical activity settings. | Applies combinations of complex locomotor skills specific to individual, dual, and team activities. |
| **1.2 Non-locomotor Skills**: | Demonstrates mature use of non-locomotor skills. | Demonstrates complex non-locomotor skills in various activities. | Applies combinations of complex non-locomotor skills specific to individual, dual and team activities.  |
| **1.3 Locomotor Non-locomotor Combination Skills** | Performs teacher-selected and developmentally appropriate dance steps and /or movement patterns. | Combines locomotor movement patterns and dance steps to create and perform an original movement sequence. | Combines locomotor skills and movement concepts with rhythm and patterns. |
| **1.4 Manipulative Skills** | Demonstrates critical elements of basic manipulative skills. | Demonstrates maturing manipulative skills in a non-dynamic environment. | Applies maturing manipulative skills in individual, dual, and team activities. |

|  |  |
| --- | --- |
| **Standard 2** | **Concepts and Strategies: Physically literate students apply knowledge of concepts, principles, strategies and tactics related to movement and performance.** |
| **Childhood** |
| **Performance Expectations** | **Kindergarten** | **Grade 1** | **Grade 2** |
| **2.1 Movement Concepts** | Demonstrates a variety of movements associated with basic motor performance. | Utilizes basic motor movements in activity and game play.  | Demonstrates basic motor performance in conjunction with manipulative skills. |
| **2.2 Strategies and Tactics** | Uses teacher feedback to improve basic form and function. | Uses teacher feedback to improve basic motor performance in conjunction with manipulative skills. | Understands/explains the importance of feedback as it relates to improved motor performance. |
| **Performance Expectations** | **Grade 3** | **Grade 4** | **Grade 5** |
| **2.1 Movement Concepts** | Utilizes basic motor movements and manipulative skills during activity and games. | Applies basic concepts of movement to improve individual (personal) performance.  | Assesses movement and game skills to provide feedback for improvement.  |
| **2.2 Strategies and Tactics** | Demonstrates basic strategies and tactics for modified activities and games. | Utilizes basic strategies and tactics for a variety of activities and games. | Demonstrates basic offense and defense strategies in modified games and activities. |

|  |  |
| --- | --- |
| **Standard 3** | **Fitness Education: Physically literate students demonstrate the knowledge and skills to plan, execute, self-monitor, achieve, and maintain a health-enhancing level of physical activity and/or fitness.** |
| **Childhood** |
| **Performance Expectations** | **Kindergarten** | **Grade 1** | **Grade 2** |
| **3.1 Health-Related Fitness and Exercise.** | Identifies the physiological signs of moderate to vigorous physical activity, | Identifies the physiological responses of moderate to vigorous physical activity. | Identifies the physiological signs of moderate to vigorous physical activity and uses teachers’ suggestions to modify intensity of the activity when needed. |
| **3.2 Skill-Related Fitness and Training** | Demonstrates control of body and space when performing skill-related fitness components. | Demonstrates control of body, movement, and space when performing skill-related fitness components.  | Demonstrates control of body in space when performing skill-related fitness components during game play and challenge activities. |
| **3.3 Training Principles for Fitness and Sport** | Participates in a teacher-directed workout that includes moderate to vigorous physical activities. | Demonstrates proper technique when using one’s own body as resistance. | Classifies activities as light, medium, and/or difficult based on the response of the physiological responses of the body. |
| **3.4 Health-related and/or sport training and/or fitness plan** | Participates in a teacher-directed workout that includes moderate to vigorous physical activities. | Participates in a teacher-directed workout that includes moderate to vigorous physical activities. | Creates a simple workout plan using motor skill, movement concepts, health-related and/or skill-related fitness components. |
| **3.5 Fitness, Sport, and Technology** | Participates in a teacher-directed skill-related fitness, and/or dance/movement video resource at school. | Participates in a teacher-directed skill-related fitness, and/or dance/movement video resource at school. | Participates in a teacher-directed skill-related fitness, and/or dance/movement video resource at school and/or at home. |
| **3.6 Physical Activity, Community,**  | Participate with family in activities that are enjoyable, challenging, fun and/or that allow for self-expression. | Participate with family or friends in activities that are enjoyable, challenging, fun and/or that allow for self-expression. | Identifies ways to be responsible for one’s own fitness by choosing to be active at home or at school.  |
| **Performance Expectations** | **Grade 3** | **Grade 4** | **Grade 5** |
| **3.1 Health-Related Fitness and Exercise.** | Participates in exercises and/or activities and identifies muscle groups or body systems targeted. | Participates in targeted activities to improve specific health-related fitness components demonstrating appropriate form, technique, and principles of exercise. | Demonstrates appropriate form, technique, and principles and adjusts intensity to sustain activity |
| **3.2 Skill-Related Fitness and Training** | Participates in exercises and/or activities and identifies the skill-related fitness component(s) targeted. | Participates in exercises, movement patterns, and/or sport skill activities and identifies the skill-related component(s) targeted. | Uses one or more skill-related fitness components used during exercise, movement patterns, or sport skill activities and identifies the skill-related component targeted. |
| **3.3 Training Principles for Fitness and Sport** | Participates in workouts and identifies exercise and/or activities in each part of the workout.  | Participates in workouts and describes and/or explains body responses to physical activities  | Participates in workouts and describes and/or explains, measures and/or records body responses to physical activities. |
| **3.4 Health-related and/or sport training and/or fitness plan** | Uses movement or sport skills to create a simple workout that includes a warm-up, workout, and cool-down. | Creates and implements a workout plan using exercises and/or activities in one or more health-related components.  | Creates and implements a workout plan using exercises and/or activities utilizing skill-related and/or health-related fitness components |
| **3.5 Fitness, Sport, and Technology** | Uses teacher-directed video-resources or apps to engage in fitness activities and/or skill-practice. | Uses teacher-directed technology tools to engage in fitness or skill-practice activities at home or at school. | Uses teacher-directed technology tools to measure or practice targeted lesson objectives.  |
| **3.6 Physical Activity, Community,**  | Actively participates in physical activities at recess. | Participate in activities at school and/or outside of school,  | Identifies opportunities and participates in activities at school, outside of school, and in the community with family and friends. |

|  |  |
| --- | --- |
| **Standard 4**  | **Responsible Personal and Social Behavior: Physically literate students exhibit responsible personal and social behavior that respects self and others.** |
| **Childhood** |
| **Performance Expectation**  | **Kindergarten** | **Grade 1** | **Grade 2** |
| **4.1 Personal Responsibility** | Uses basic strategies, concepts, and communication skills for working cooperatively in group settings. Acknowledges responsibility for behavior when prompted. | Uses basic strategies, concepts, and communication skills for working cooperatively in group settings. Accepts personal responsibility for behavior. | Explains the value of working cooperatively in group settings.Accepts personal responsibility for behavior. |
| **4.2 Working with Others** | Demonstrates cooperative skills.Understands how social interaction can make activities more enjoyable. | Demonstrates cooperative skills.Understands how social interaction can make activities more enjoyable. | Demonstrates cooperative skills.Summarizes the benefits of positive social interaction to make activities more enjoyable. |
| **4.3 Rules, Etiquette, and Safety** | Uses safe practices when engaging in physical education activities. | Uses safe practices when engaging in physical education activities. | Uses safe practices when engaging in physical education activities with little or no prompting. |

|  |
| --- |
| **Childhood** |
| **Performance Expectation** | **Grade 3** | **Grade 4** | **Grade 5** |
| **4.1 Personal Responsibility** | Uses self-control to demonstrate personal responsibility and respect for self and others. | Uses self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others. | Uses self-control to work independently in developing responsibility and respect for self and others. |
| **4.2 Working with others** | Demonstrates cooperation and communication skills to achieve common goals.Explains the importance of working productively with others. | Demonstrates cooperation and communication skills to achieve common goals.Understands the importance of culture and ethnicity in developing self-awareness and working productively with others. | Demonstrates cooperation and communication skills to achieve common goals.Understands the importance of culture and ethnicity in developing self-awareness and working productively with others. |
| **4.3 Rules, Etiquette, and Safety** | Uses safe practices when engaging in physical education activities with little or no prompting. | Uses safe practices when engaging in physical education activities without prompting. | Uses safe practices when engaging in physical education activities without prompting. |

|  |  |  |  |
| --- | --- | --- | --- |
| **4.3 Rules, Etiquette, and Safety** | Uses safe practices when engaging in physical education activities without prompting. | Uses safe practices when engaging in physical education activities without prompting. | Uses safe practices when engaging in physical education activities without prompting. |

|  |  |
| --- | --- |
| **Standard 5** | **Recognition of the Value of Physical Activity: Physically literate students recognize the value of physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.** |
| **Childhood** |
| **Performance Expectations** | **Kindergarten** | **Grade 1** | **Grade 2** |
| **5.1 Health** | Recognizes that physical activity is important to good health. | Identifies that physical activity is a component of good health. | Recognizes the value of physical activity for good health. |
| **5.2 Challenge** | Understands that some physical activities are challenging. | Recognizes challenges when learning a new physical activity. | Recognizes that perseverance in physical activities can lead to improvement |
| **5.3 Self-expression and Enjoyment** | Identifies positive feelings that result from participating in physical activity. | Describes physical activities that are enjoyable. | Describes reasons for enjoying physical activity. |
| **5.4 Social Interaction** | Recognizes that physical activity can help develop friendships. | Identifies that physical activity promotes opportunity for social interaction | Understands that physical activities can foster cooperation |

|  |
| --- |
| **Childhood** |
| **Performance Expectations** | **Grade 3** | **Grade 4** | **Grade 5** |
| **5.1 Health** | Discusses the relationship between physical activity and health.  | Examines the health benefits of participating in physical activity. | Compares the health benefits of participating in selected physical activities.  |
| **5.2 Challenge** | Describes how practice develops confidence in challenging physical activities | Understands that improving performance in challenging physical activities requires consistent practice | Explains how to overcome challenges essential for improvement |
| **5.3 Self-expression and Enjoyment** | Identifies physical activities that provide opportunities for self-expression. | Identifies physical activities for the purpose of self-expression and enjoyment. | Analyzes how various physical activities promote self-expression and enjoyment. |
| **5.4 Social Interaction** | Describes how physical activities can promote positive social interactions | Describes social benefits gained from participating in physical activity.Describe physical activities that promote camaraderie.  | Describes social benefits of engaging in partner, small group, and large group physical activities. |