

**Physical Education Standards**

**Grades K-2**

**Course Overview:** During this course, students will be introduced to a variety of activities. The units in this course allow students to improve their motor skill development, management skills and self-discipline, promotes lifetime personal wellness, emphasizes learning correctly, and teaches cooperation and responsibility.

**Unit 1: Orientation and Procedures (2 Days)**

**Description:** Classroom procedures, policies, and rules will be introduced to students at the beginning of the year. Students will be able to practice these procedures and address any concerns or issues.

**Standards**

1. The students will be able to introduce themselves to the class and listen to the rules and procedures.(3)

**Unit 2: Playground Safety (2 weeks)**

**Description:** Playground rules and safety precautions will be introduced to students in class. A tour of the playground facility along with time to practice these rules will be given.

**Standards**

1. The students will follow the rules and limitations regarding the playground and playground equipment.(2,4)
2. The students will be given solutions to solve disputes on the playground. (seek a teacher, rock paper scissors, sharing) (4)

**Unit 3: Movement Concept and Themes (2 Weeks)**

**Description:** In this unit students will be introduced to a variety of activities that will increase their knowledge about body awareness, space awareness, qualities of movement, and relationships with those movements. Movement concept and themes form the foundation necessary in developing more specific, complex moments.

**Standards**

1. The students will be able to conform their body into different forms or shapes. (1, 2)
2. The students will demonstrate the ability to use different speeds of running. (1, 2)

**Unit 4: Fundamental Motor Skills (2 Weeks)**

**Description:** Fundamental skills are basic movements that students will need to learn in order to function effectively in their environment. This unit focuses on two key areas; locomotor skills and non-locomotor skills. Students will be introduced to a variety of activities that will help develop these motor skills that involve the large muscle groups.

**Standards**

1. The students will be able to walk, run, skip, gallop, leap, and slide using mature form. (1,2)
2. The students will jump by taking off and landing on two feet with mature form. (2)
3. The students will hop by taking off and landing on one foot with mature form.(2)

**Unit 5: Manipulative Skills (6 Weeks)**

**Description:** Manipulative skills develop both hand-eye coordination and foot-eye coordination which include catching, throwing, striking, and kicking; and are basic to the development of sport skills. In this unit, students will use a variety of equipment to develop their manipulative skills.

**Standards**

1. The students will be introduced to the fundamentals of throwing and catching objects. (1, 2)
2. The students will be able to track objects on the ground or air with their eyes. (2)
3. The students will be introduced to the fundamentals of kicking and striking objects. (1, 2)

**Unit 6: Bowling Skills - Introduction (1 Week)**

**Description:** During this unit, students will continue to develop their manipulative skills by being introduced to basic fundamental skills used in bowling. Students will practice rolling a ball with two hands towards a pin(s) and then progress to rolling a ball with one hand towards a pin(s).

**Standards**

1. The student will roll a ball using two hands towards a target.(1)
2. The students will roll a ball with one hand, stepping with my opposite foot, towards a target at specific distances. (2)

**Unit 7: Swimming - Learn to Swim Level 1-6 (6 weeks)**

**Description:** In level 1, students will learn basic personal water safety information and skills to help them feel comfortable in the water and to enjoy the water safely. Students will also develop positive attitudes, good swimming habits, and safe practices in and out of the water.

**Standards**

1. The students will enter the water using a ladder, steps, or the side independently. (5)
2. The students will exit the water using a ladder, steps, or the side independently.(5)
3. The students will blow bubbles through their mouth and nose for 3 seconds. (2)
4. The students will bob 3 times with support. (1,2)
5. The students will open their eyes underwater to retrieve an object 2 times in shallow water. (1,2)
6. The students will front glide with support for at least 2 body lengths.(1,2)
7. The students will back glide with support for at least 2 body lengths (1,2)
8. The students will recover from a front glide to a vertical position with support. (1,2)

**Unit 8: Low organized games (3 weeks)**

**Description:** Students will develop interpersonal skills, understand rules and limitations, and learn how to behave in competitive and cooperative situations.

**Standards**

1. The students will name all four bases and know the order in which to run.(2,4)
2. The students will run to the next base after my teammate has kicked.(2)
3. The students will get a runner/kicker out by catching the ball in the air, (1, 2) tagging the runner/kicker, or touching the base before the runner/kicker.

**Unit 9: Gymnastic Skills (3 Weeks)**

**Description:** During this unit, students will be able to enhance their flexibility, agility, balance, strength, and body control by performing a variety of Developmental Level I movements. Students will also learn specialized motor skills which include body rolling, balance skills, inverted balances, and tumbling skills.

**Standards**

1. I can perform movements that resemble and imitate animal movements while following the safety precautions. (4)
2. The students will perform a variety of tumbling and inverted balances while following the safety rules set forth. (1,2,4)
3. The students will perform a variety of balance stunts while following the safety precautions set forth. (1, 2, 4)
4. The students will perform a variety of individual gymnastic stunts while following the safety precautions set forth. (1, 2, 4)
5. The students will perform a routine with visuals that include an animal movement, inverted tumbling stunt, balance stunt, and an individual stunt (1,2,5)

**Unit 10: Rhythmic Movement Skills (2 Weeks)**

**Description:** During this unit, students will be introduced to a variety of rhythmic movement dances. They will have the opportunity to practice and demonstrate the progressions of each dance learned and will be able to perform these dances with limited cues from the teacher.

**Standards**

1. The students will perform a dance routine from start to finish with limited visual and verbal cues from my teacher. (1,2,5)

**Unit 11: Basketball Skills - Introduction (2 Weeks)**

**Description:** During this unit, students will be introduced to the basic fundamental skills of dribbling, passing, and catching that are used in basketball. Students will continue to develop their manipulative skills and their skill related fitness components.

**Standards**

1. The student will dribble with their right hand using finger pads and keeping eyes off the ball while standing stationary. (1)
2. The student will dribble with their left hand using finger pads and keep eyes off the ball while standing stationary.(2)
3. The student will dribble while moving using either right or left hand. (2)

**Unit 12: Cooperative Skills (1 Week)**

**Description:** Cooperative skills teaches students the importance of working together, listening, and making group decisions in order to reach a common goal. These skills allow students to apply fundamental motor skills to a unique setting.

**Standards**

1. The students will work together with my classmates to achieve the specific activity. (4)
2. The student will listen and follow teacher's cues and directions.(4)

**Unit 13: Scooters (1 Week)**

**Description:** This unit focuses on body management skills that include coordination, strength, agility, balance, and flexibility. Students will learn how to safely use a scooter while performing motor skill activities individually, with a partner, and in a group setting.

**Standards**

1. The students will follow the safety rules regarding the use of scooters and demonstrate that they know how. (4)
2. The students will improve their body management skills by performing scooter activities individually, with a partner, or with a group. (1,2)

**Unit 14: Jumping Rope (2 Weeks)**

**Description:** Students will be able to improve their coordination, rhythm, and cardiovascular fitness by performing activities with jump ropes. Students will be introduced to jump rope activities that they can perform individually or with a group.

**Standards**

1. The students will jump and hop over my rope in a variety of ways when it is on the floor.(1)
2. The students will hold the ends of the rope with my thumb and index finger and make small circles with my hands. (1,2)
3. The students will jump forward and backward over the rope when it is held stationary in front of my body. (1,2)
4. The students will turn the rope overhead and jump over the rope when it hits the ground. (1,2)

**Unit 15: Track & Field (3 Weeks)**

**Description:** Track and field activities allow students to improve their health-related fitness and their skill-related fitness. Kindergarten students will participate in an elementary track and field day and will be given time to practice the events that were introduced to them. On their track and field day, each student will be participating in one individual running event, one field event, and one relay event.

**Standards**

1. The students will start on the signal and stay in running lanes. (4)
2. The students will follow the rules of the event that they are participating in and perform to the best of their ability. (4)
3. The students will hand the baton to a teammate during the relay. (2,4)

**Unit 16: Fitness (Ongoing)**

**Description:** Throughout the year, students will be introduced to activities that include components of skill-related fitness (balance, agility, speed, power, and coordination) and activities that include components of health related fitness (cardiovascular fitness, flexibility, and muscular strength and endurance). Students will also be introduced to the FitnessGram testing and will be tested on the following Curl Ups, Shuttle Run, Push Ups, and Pacer. Students will be tested at the beginning of the year and towards the end of the year in order to compare progress.

**Standards**

1. The students will assess their fitness levels using the FitnessGram test and will honestly report their scores.(1,2,3,4,5)