

Elementary K-5 Physical Education Essential Standards Chart- What is it we expect students to learn?

Standard Description	Example Rigor	Learning Steps	Common Assessment	When Taught	Enrichment
What is the essential standard to be learned?	What does proficient student work look like? Provide an example and/or description.	What knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when student have learned the essential standard(s)?
<u>FITNESS:</u>					
<p>Muscular Strength & Endurance Component</p> <p>Building and using specific muscles/muscle groups. Strength- using the greatest amount of force at one time. Endurance- using force a repeated amount of times (not at full strength).</p>	<p>Overhand Throwing (K, 1, 2, 3, 4, 5): -Throws with side of body to target -Keeps elbow up -Steps with opposite foot -Rotates trunk -Follows through to the target with accuracy -Hits target consistently using a variety of objects</p>	<p>-Starts by standing sideways to the target w/feet together -Throws with elbow up and behind body -Points to the target with non-throwing arm -Steps w/front foot as elbo comes forward -Rotates shoulder to target -Follows through toward target -Uses sticker on opposite foot (stepping foot) -Squares shoulders to target -Performs skill consistently with a variety of objects</p>	<p>Rubric (K,1,2) 1.Keeps elbow up 2.Steps with opposite foot 3. Follows through to target</p> <p>Rubric (3,4,5) 1.Keeps side of body to target 2.Keeps elbow up/steps with opposite foot 3.Rotates trunk 4.Follows through to the target with accuracy 5. Consistently hits target using a variety of objects</p>	<p>All 3 trimesters</p>	<p>-Add a variety of obstacles and targets -Use moving targets -Vary distance -Incorporate throwing on the run -Provide opportunities for student to execute passing plays -Incorporate peer assessment</p>

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<p>Muscular Strength & Endurance Component</p> <p>Building and using specific muscles/muscle groups. Strength- using the greatest amount of force at one time. Endurance- using force a repeated amount of times (not at full strength).</p>	<p>Underhand Throwing/Sliding and Rolling (K, 1, 2, 3, 4, 5): -Keeps palm up -Steps w/opposite foot -Follows through to target -Releases object in front of the body at proper height -Rolls/slides/throws object and it stays on the ground -Accurately hits the target</p>	<p>-Holds object with palm up -Starts with feet together -Bends knees and bends at the waist -Steps with opposite foot -Brings arm back and releases object out in front and low to the ground -Performs skill consistently</p>	<p>Rubric (K-5): 1.Keeps palm up 2.Steps with opposite foot 3.Follows through to target</p>	<p>All 3 trimesters</p>	<p>-Add a variety of obstacles and targets -Use moving targets -Vary distance</p>
<p>Muscular Strength & Endurance Component</p>	<p>Catching (K, 1, 2, 3, 4, 5): -Watches the object -Moves to the object -Reaches hands/arms towards the object -Uses correct hand position -Brings object into the body after catching -Makes an effort to catch any object thrown in their direction</p>	<p>-Displays an Athletic Stance* -Focuses attention on where the object is coming from -Secures object toward body -Catches object above the waist with thumbs together -Catches object below the waist with pinkies together -Performs skill consistently with a variety of objects</p>	<p>Rubric (K,1,2) 1.Watches the object 2.Reaches hands/arms towards the object 3. Brings object into the body after catching</p> <p>Rubric (3,4,5) 1.Watches the object 2.Reaches hands/arms towards the object 3. Brings object into the body after catching 4.Uses correct hand position 5.Brings object into the body after catching</p>	<p>All 3 trimesters</p>	<p>-Change distance -Use a variety of different objects -Advance the game play -Add defenders -Add obstacles -Integrate catching on the run -Incorporate peer assessments</p>

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<p>Muscular Strength & Endurance Component</p> <p>Building and using specific muscles/muscle groups. Strength- using the greatest amount of force at one time. Endurance- using force a repeated amount of times (not at full strength).</p>	<p>Ball Control with Feet (K, 1, 2, 3, 4, 5): -Contacts the ball with the inside and outside of both feet -Controls the ball in a variety of pathways - Exhibits a controlled stop -Keeps a kicked ball below the knees in the PE setting</p>	<ul style="list-style-type: none"> -Dribbles with short taps using both feet -Keeps the ball in an imaginary circle (arms length radius) -Demonstrates spatial awareness - Kicks/passes with inside of foot -Plants non-dominant foot next to ball before kicking -Follows through to target -Performs skill consistently 	<p>Observation</p>	<p>1st Trimester</p>	<ul style="list-style-type: none"> -Challenge students to use both feet equally -Use obstacles and challenges while dribbling -Move obstacles closer together -Adjust target size and distance -Use obstacles to cause a change of direction -Group by ability -Incorporate peer assessments
<p>Muscular Strength & Endurance Component</p>	<p>Ball Control with hands (K, 1, 2, 3, 4, 5): -Dribbles with head up -Dribbles with one hand -Uses finger pads -Dribbles waist or lower in an athletic stance -Controls the ball during an activity -Performs skill with both hands</p>	<ul style="list-style-type: none"> -Displays an Athletic Stance* -Keeps eyes up -Keeps ball waist high or lower -Uses finger pads with a floppy wrist -Stands sideways and protects the ball with non-dribbling arm - Pushes ball into the ground, lets the ball come back up 	<p>Rubric (K,1,2):</p> <ol style="list-style-type: none"> 1.Uses one hand 2.Uses finger pads 3.Uses consistent force <p>Rubric (3,4,5):</p> <ol style="list-style-type: none"> 1.Dribbles with head up 2.Dribbles with one hand 3.Uses finger pads 4.Dribbles waist high or lower in an athletic stance 5.Controls the ball during an activity 	<p>2nd Trimester</p>	<ul style="list-style-type: none"> -Challenge students to use both hands equally -Use obstacles and challenges while dribbling -Move obstacles closer together -Use obstacles to cause a change of direction -Add defenders -Group by ability -Incorporate peer assessments

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<p>Muscular Strength & Endurance Component</p> <p>Building and using specific muscles/muscle groups. Strength- using the greatest amount of force at one time. Endurance- using force a repeated amount of times (not at full strength).</p>	<p>Underhand Volleyball Serve/Striking (3, 4, 5): -Holds ball (not toss) with non-dominant hand waist high -Holds ball in front of the serving arm -Contacts the ball with the heel of the hand -Directs the ball towards the target -Transfers weight to opposite foot on contact</p> <p>Long Implement/ Short Implement (K,1,2,3,4,5): -Uses proper stance -Uses proper force -Uses proper follow-through</p>	<p>Underhand Volleyball Serve -Practices technique without a ball -Starts with feet together and step with the opposite foot -Keeps ball on the non-contacting hand (like a tee in tee ball) -Steps forward without moving the ball in the held hand -Identifies and applies corrections if the ball does not go toward the intended target -Starts midcourt and then moves to the end line -Performs skill consistently</p> <p>Long Implement/ Short Implement -Displays athletic Stance* -Watches the ball/object contact the implement -Controls the force of the ball in a variety of activities -Acknowledges and applies feedback after contact to correct form and force</p>	<p>Underhand Volleyball Serve Rubric (3,4,5): 1.Holds ball (not toss) with non-dominant hand waist high 2.Holds ball in front of the serving arm 3.Contact the ball with the heel of the hand 4.Directs the ball towards the target 5.Transfers weight to opposite foot on contact</p> <p>Long Implement/ Short Implement Observation</p>	<p>2nd & 3rd Trimester</p>	<p>-Add overhand volleyball serve -Provide opportunities for students to practice specific court placement Add serving to specific targets -Use a variety of targets -Add obstacles -Use different weight/ball -Incorporate peer assessments</p>

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<p>Muscular Strength & Endurance Component</p> <p>Building and using specific muscles/muscle groups. Strength- using the greatest amount of force at one time. Endurance- using force a repeated amount of times (not at full strength).</p>	<p>Cross Lateral (K,1,2,3,4,5): -Uses both hands proficiently when crossing the midline</p>	<p>-Crosses the midline continuously using opposite sides of the body -Performs a variety of skills (juggling, sport stacking, and exercises) consistently</p>	<p>Observation</p>	<p>All 3 trimesters</p>	<p>-Challenge students to juggle with a variety of objects -Use timers -Incorporate advanced challenges -Include group and individual demonstration of skills -Provide opportunities for students to design their own challenges -Incorporate peer assessments</p>

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<p>Cardio/ Respiratory Endurance Component</p> <p>How your heart and lungs work together to get oxygen to your body while exercising. The better your cardio/respiratory endurance is the easier exercise will feel to you (cardio/respiratory fitness).</p>	<p>Chasing/Fleeing/ Dodging (K,1,2,3,4,5):</p> <ul style="list-style-type: none"> -Demonstrates spatial awareness -Moves appropriately (direction, speed, pathways) -Maintains endurance throughout the activity 	<ul style="list-style-type: none"> -Demonstrates spatial Awareness -Controls body movements -Stays on feet during activity -Identifies components of skill 	<p>Rubric (K,1,2,3,4,5):</p> <ol style="list-style-type: none"> 1. Demonstrates spatial awareness 2. Moves appropriately (direction, speed, pathways) 3. Maintains endurance throughout the activity 	All 3 trimesters	<ul style="list-style-type: none"> -Add obstacles -Change/add boundaries
<p>Cardio/ Respiratory Endurance Component</p>	<p>Jumping (K,1,2 without rope, 3,4,5 with rope):</p> <ul style="list-style-type: none"> -Keeps elbows in at sides -Twirls w/wrist -Jumps upright -Lands lightly on balls of the feet with knees bent -Jumps w/a continuous 2 foot pattern (5 or more times) 	<ul style="list-style-type: none"> -Starts w/rope behind heels of feet -Throws rope overhead with palms up, and hands facing out to sides -Jumps over rope as you are pulling it through -Continues the twirling motion -Jumps with feet together -Performs skill consistently with reinforcement of proper form 	<p>Rubric (K,1,2) without rope:</p> <ol style="list-style-type: none"> 1. Jumps upright 2. Lands on balls of feet with knees bent 3. Jumps consistently with a continuous 2 foot pattern (5 or more times) <p>Rubric (3,4,5) with rope:</p> <ol style="list-style-type: none"> 1. Keeps elbows in at sides 2. Twirls w/wrist 3. Jumps upright 4. Lands lightly on balls of the feet with knees bent 5. Jumps with a continuous 2 foot pattern (5 or more times) 	All 3 trimesters	<ul style="list-style-type: none"> -Include complex rope work and footwork -Include group and individual demonstration of skills Provide opportunities for students to design their own challenges -Have students teach a routine to other groups -Encourage jumping to the beat of a song -Incorporate peer assessments -Integrate goal setting

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<p>Cardio/ Respiratory Endurance Component</p> <p>How your heart and lungs work together to get oxygen to your body while exercising. The better your cardio/respiratory endurance is the easier exercise will feel to you (cardio/ respiratory fitness).</p>	<p>Locomotor Skills (K,1,2,): Skipping: -Moves with a step hop pattern -Alternates feet -Swings arms in opposition -Performs skill with consistent fluid motion Galloping: -Leads with same foot -Keeps back foot behind lead foot -Moves with consistent forward orientation -Moves with consistent fluid movement Hopping: -Performs skill with one foot in air (not held by hand) -Demonstrates contra-lateral movement -Moves with consistent fluid movement Side Slide: -Performs skill using same lead foot -Keeps shoulders square -Maintains consistent rhythm/motion</p>	<p>Skipping: -Hops on one foot, step down and hop on that foot -Steps and Hops/ Switches Feet Galloping: -Points toes forward -Executes skill so that back foot almost kicks front foot -Puts sticker on lead foot, keeps this foot in front Hopping: -Uses opposite hand -Uses focal point for balance Side Slide: -Faces shoulders in direction or point for reference -Faces partner holding hands, rings, etc... and slide facing each other to enforce squaring shoulders -Performs skill consistently with reinforcement of proper form</p>	<p>Skipping Rubric (K,1,2): 1. Moves with a step hop pattern 2. Alternates feet 3. Arms swing in opposition</p> <p>Observation Galloping Hopping Side Slide</p>	<p>All 3 trimesters</p>	<p>-Provide opportunities for students to include faster, higher, stronger, and swifter movements -Integrate a change pathways</p>

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Flexibility Component Ability to use body in full range of motion.	Creative Movement & Dance (K,1,2,3,4,5): -Executes combinations of steps - Combines steps to create a short routine	-Performs simple repetitive combinations -Listens to directions and/or music and follow prompts -Performs skills consistently	Observation	All 3 trimesters	-Include individual/group demonstration of skills -Provide opportunities for students to design their own challenges -Involve students in teaching a dance to other groups
Flexibility Component Ability to use body in full range of motion.	Tumbling (K,1,2): -Completes simple animal walks -Performs basic individual/ partner stunts -Performs basic tumbling rolls	-Identifies and performs simple movements -Listens to directions and/or music and follow prompts -Performs skills consistently	Observation	2nd Trimester	-Include individual/group demonstration of skills -Provide opportunities for students to design their own challenges

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<p>Teamwork</p> <p>Actions of a group to achieve a common goal.</p>	<p>Group/Team Work (K,1,2,3,4,5):</p> <ul style="list-style-type: none"> -Works with others w/o conflict -Accomplishes a goal w/others -Defines their “role” during the game or activity -Encourages and gives positive feedback to teammates & opponents 	<ul style="list-style-type: none"> -Practices and models good teamwork -Demonstrates good teamwork skills in a variety of team/partner activities -Repeatedly displays respect and responsibility 	Observation	All 3 trimesters	<ul style="list-style-type: none"> -Self assessment -Integrate goal setting -Provide opportunities for older students to peer mentor/buddy younger students
<p>Teamwork</p> <p>Actions of a group to achieve a common goal.</p>	<p>Offensive/Defensive Strategies (3,4,5):</p> <ul style="list-style-type: none"> -Knows the difference between offense & defense -Participates in an activity easily switching from offense to defense while using the proper skills 	<ul style="list-style-type: none"> -Determines that offense is when you/your team has possession and is trying to score -Determines that defense is when the opponent has the ball and you are trying to stop the other team from scoring -Explains use of offensive/defensive strategies in different situations -Practices strategies in a variety of activities 	Observation	All 3 Trimesters	<ul style="list-style-type: none"> -Provide opportunities for students to develop and execute offensive plays -Present experiences so students can demonstrate a variety defensive patterns and strategies -Self assessment

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<p>Teamwork</p> <p>Actions of a group to achieve a common goal.</p>	<p>Cooperation (K,1,2,3,4,5):</p> <ul style="list-style-type: none"> -Comes with proper shoes -Comes w/o gum -Follows all directions w/o reminders -Participates with full effort -Follows all safety rules and procedures -Respects all students regardless of activity, ability level, or grouping 	<ul style="list-style-type: none"> -Identifies expectations -Identifies cues and prompts with regards to reminders and redirection -Recognizes and applies re-teaching of rules -Brings back behavior/shoe reminder notes that are sent home 	<p>6 week cooperation records:</p> <ul style="list-style-type: none"> -Wears gym shoes -Follows directions -Participates and cooperates with a positive attitude -Demonstrates effort -Follows safety rules and procedures 	<p>-Classroom Expectations are explained the first day of class, reviewed daily, and posted in the gym</p>	<p>Continue the expectation</p>
<p>Teamwork</p> <p>Actions of a group to achieve a common goal.</p>	<p>Safety (K,1,2,3,4,5):</p> <ul style="list-style-type: none"> -Consistently follows all safety expectations and procedures -Follows rules daily without needing redirection 	<ul style="list-style-type: none"> -Identifies expectations -Identifies cues and prompts with regards to reminders and redirection -Recognizes and applies re-teaching of rules 	<p>6 week cooperation records</p> <p>Trimester reporting</p>	<ul style="list-style-type: none"> -Explained 1st day of class -Reviewed daily 	<p>Continue the expectation</p>
<p>Nutrition</p>	<p>Nutrition (K,1,2,3,4,5):</p> <ul style="list-style-type: none"> - Identifies healthy choices and behaviors - Classifies food groups - Recognizes what comprises a healthy plate 	<ul style="list-style-type: none"> - Gives examples the different foods in each food group - Labels/Identifies foods in each group - Evaluates healthy choices 	<p>Observation & Questioning</p>	<p>2nd & 3rd Trimester</p>	<p>Integrate goal setting</p>

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<p>Health</p> <p>Understands principles of health promotion and the prevention and treatment of illness and injury.</p>	<ul style="list-style-type: none"> -Explains basic principles of health promotion, illness prevention and safety -Describes and explains factors that influence health among individuals, groups, and communities. -Explains how the environment can affect health. -Describe how to advocate for the health of individuals, families, and communities. 	<ul style="list-style-type: none"> -Identifies signs and symptoms of illness -Knows benefits of early detection and treatment of illness -Communicable disease = Any disease transmitted from one person or animal to another. -Non-communicable disease =also known as chronic diseases. Not passed from person to person. They are long in duration and slow in progression (cardiovascular, respiratory, cancers, diabetes) -Describes and compares health and safety methods to reduce risk in dangerous situations. - Describes how individuals and groups can influence the health of individuals. -Explains the relationships between the environment and individual health. - Expresses opinions about health issues and communicates individual needs. 	<p>Observation & Questioning</p>	<p>2nd & 3rd Trimester</p>	<p>Integrate goal setting</p>

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Health Understands human body systems and factors that influence growth and development.	-Describes and explains the structure and functions of the human body systems and how they work together. -Explains the effects of health-related actions on the body systems. -Describes factors that affect growth and development. -Describes and explains the structures and functions of the brain.	-Identifies basic body systems and their functions. (cardiovascular, respiratory, muscular, immune, digestive, nervous, skeletal) -Differentiates between positive and negative effects of health related actions on body systems. -Identifies differences in growth and development of individuals. -Locates, identifies and describes functions of the basic parts of the brain.	Observation & Questioning	2nd & 3rd Trimester	Integrate goal setting

* Athletic Stance- on the balls of feet, knees slightly bent, feet shoulder width apart, ready to move in any direction, elbow slightly bent, hands up and ready