

Grades K – 2 Cluster Level

Introduction

The Louisiana K-2 Physical Education Standards were developed to provide physical education teachers, administrators and parents a guide to understanding and interpreting physical education for the future. The primary focus for this age group is the learning and acquisition of locomotor, non-locomotor and manipulative skills. These are the foundational skills for all movement patterns that gradually become more complex as movement becomes more specific. This grade cluster is also charged with introducing health enhancing concepts (eating well, water consumption, sleep and physical activity) and their accompanying conceptual movement vocabulary (personal space/general space, forward/backward, twist/turn, hard/soft). These tasks can be accomplished by using a variety of balls (yarn, beach, playground, nerf) and other age appropriate manipulative equipment. Students should be encouraged to accept responsibility for their level of fitness by introductory goal setting, identifying physical activity opportunities at home or in their neighborhood and be open to trying new activities and challenges. Highly competitive activities should be discouraged so that students of all abilities will experience success and self- confidence. Exercise should not be used as punishment nor should students be kept in the classroom as punishment by withholding physical education. Physical education should not be taken away in order for students to make up classroom tests. Physical Education Standard recommendations specific to elementary school include:

Appropriate teaching practices:

- * Use of small-sided games
- * Group based learning
- * Provide autonomy and choice
- * Teaching non-traditional activities
- * Promote effort, enjoyment, and individual goal pursuit
- * Illicit higher order thinking strategies that are developmentally appropriate

Inappropriate teaching practices should be avoided:

- * Exercise as punishment or withholding activity as punishment or to make-up coursework
- * Putting students on display
- * Full-sided games
- * Student captains choose teams
- * Exclusion or basis from participation for any reason
- * Activities without learning objectives
- * No assessment

Physical education classes should not be taken away for school functions, makeup tests, and so forth. These classes are required by the state and need to provide sufficient time for students to develop the necessary skills to achieve each standard and outcome at a proficiency level. Dodgeball and drills that may lead to aggressive behaviors shall be closely supervised and emphasize overall physical fitness while supporting the emotional and physical safety of the students.

The following standards were developed and reshaped in order to meet the most up-to-date goals and outcomes established in elementary physical education. Teachers are expected to review the standards and outcomes related to achieving the standards when planning their school curriculum. Activities for class are chosen based on their ability to meet the standards, not the other way around which has traditionally dominated physical education. Below are suggestions of standards-based curriculum models that were designed to help teachers achieve the standards through evidence-based practice:

- * Movement Education
- * Skills-Theme Approach
- * Social and Personal Responsibility Model

Through the use of appropriate practices and evidence based curriculum models, teachers can develop a comprehensive physical education program that promotes enjoyment, confidence, and competence in a variety of fundamental movement concept. Standards provide criteria for all students, and other stakeholders that represent what students should know and be able to do. Therefore, with careful planning and proper assessment the following standards will show what students have achieved as they graduated high school.

Reading the standards:

There are 5 standards listed for Elementary Physical Education (K-5). Elementary requirements for Louisiana include daily physical education for students. In the standards below, the first number listed is the number of the corresponding standard. The second letter or number identifies which grade level the statement pertains to. Directly following the hyphen, the number listed states which component within that standard the statement refers. Lastly, the final number recognizes the grade level expectation (GLE). When all GLEs are completed through practice and assessment, one can infer a standard has been met. Here is how to interpret each coded outcome.

Example: 1.K-2.4 Kick a stationary ball

- **1** = the first number listed provides what standard is being identified, in this case standard one (This could be 1-5, depending on the standard).
- **K** = the number or letter listed provides the level targeted, in this case kindergarten
- **2** = the number or letter listed provides the component being targeted within the standard, in this case the second component related to the standard
- **4** = this number listed provides the expectation within that component, in this case the fourth expectation a student should be able to complete

Note: *Lesson plans, unit plans, and assessments that identify the standard being addressed will often cover and/or include more than one component outcome, and possibly more than one standard.*

The following terms are used through the standards as performance indicators:

- **E = Emerging** - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition
- **M = Maturing** - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level expectations, which will continue to be refined with practice
- **A = Applying** - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level expectations in a variety of physical activity environments

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

The intent of this standard is to provide students with a broad base of skills and movement patterns that will enhance their ability to be physically active in a variety of ways and enable them to continue a lifelong pattern of physical activity. Focus is on the locomotor, non-locomotor and manipulative skills. By the end of second grade, students should be exhibiting mature patterns in locomotor skills, demonstrates the knowledge of different non-locomotor skills and throws underhand and overhand using a mature pattern.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Locomotor Non-locomotor</p> <p><i>Demonstrate locomotor and non-locomotor skills in a variety of ways.</i></p>	<p>1.K Kindergarten</p> <p>1.K-1.1 Demonstrate walk, run and slide locomotor skills</p> <p>1.K-1.2 Explore locomotor skills of jump, gallop, skip, hop and leap in a closed environment</p> <p>1.K-1.3 Use non-locomotor skills in closed and an open environment</p> <p>1.K-1.4 Balance using a variety of body parts and body shapes</p> <p>1.K-1.5 Transfer weight by rocking and rolling</p>	<p>1.K-1.1 E</p> <p>1.K-1.2 E</p> <p>1.K-1.3 E</p> <p>1.K-1.4 E</p> <p>1.K-1.5 E</p>	<p>1.K-1.1 Without losing balance or rhythm of movement; proper foot placement</p> <p>1.K-1.2 Willingness to try each activity though not skilled</p> <p>1.K-1.3 Bend, twist, turn, sway, stretch</p> <p>1.K-1.4 1/2/3/4 point balances; wide, narrow, twisted</p> <p>1.K-1.5 Experiment willingly with teacher prompts</p>

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Locomotor Non-locomotor</p> <p><i>Demonstrate locomotor and non-locomotor skills in a variety of ways.</i></p>	<p>1.K-1.6 Move in time with a changing beat</p> <p>1.1 1st Grade</p> <p>1.1-1.1 Demonstrate gallop and hop locomotor skills</p> <p>1.1-1.2 Perform locomotor skills while changing pathway, direction and/or speed</p> <p>1.1-1.3 Use non-locomotor skills in closed and open environments and in response to verbal and nonverbal stimuli</p> <p>1.1-1.4 Balance in a variety of ways using equipment and/or apparatus</p> <p>1.1-1.5 Perform a variety of different rocking and rolling skills</p> <p>1.1-1.6 Move to a rhythmic beat or pattern</p> <p>1.2 2nd Grade</p> <p>1.2-1.1 Demonstrate all fundamental locomotor skills</p> <p>1.2-1.2 Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills</p>	<p>1.K-1.6 E</p> <p>1.1-1.1 M</p> <p>1.1-1.2 M</p> <p>1.1-1.3 M</p> <p>1.1-1.4 M</p> <p>1.1-1.5 M</p> <p>1.1-1.6 M</p> <p>1.2-1.1 A</p> <p>1.2-1.2 A</p>	<p>1.K-1.6 Music, drum, clap, stomp</p> <p>1.1-1.1 Stations or relays</p> <p>1.1-1.2 Walk, run, gallop, slide, hop</p> <p>1.1-1.3 Mirroring or matching a partner</p> <p>1.1-1.4 Balance ball or board; beam or box</p> <p>1.1-1.5 Forward/backward, side/side; log, egg, parachute, circle, shoulder</p> <p>1.1-1.6 Music, clap, drum</p> <p>1.2-1.1 Walk, run, slide, gallop, hop, skip, jump, leap</p> <p>1.2-1.2 Change in direction activities</p>

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Locomotor Non-locomotor</p> <p><i>Demonstrate locomotor and non-locomotor skills in a variety of ways.</i></p>	<p>1.2-1.3 Perform combinations of non-locomotor and locomotor skills in a movement pattern</p> <p>1.2-1.4 Demonstrate static and balance skills as part of a movement pattern</p> <p>1.2-1.5 Perform combinations of rolling and balance skills</p> <p>1.2-1.6 Perform rhythmic dance steps and sequences</p>	<p>1.2-1.3 A</p> <p>1.2-1.4 A</p> <p>1.2-1.5 A</p> <p>1.2-1.6 A</p>	<p>1.2-1.3 Walk, run, gallop, slide, hop</p> <p>1.2-1.4 Part of a dance routine</p> <p>1.2-1.5 Part of a gymnastics routine</p> <p>1.2-1.6 Perform simple folk/line dances</p>
<p>Manipulative</p>	<p>1.K Kindergarten</p> <p>1.K-2.1 Throw objects in a variety of ways to oneself</p> <p>1.K-2.2 Catch a bounced ball</p> <p>1.K-2.3 Use different body parts to strike a lightweight object and keep it in the air</p> <p>1.K-2.4 Kick a stationary ball</p> <p>1.K-2.5 Dribble objects with the hand in a closed or open environment</p> <p>1.K-2.6 Roll a ball underhand</p>	<p>1.K-2.1 E</p> <p>1.K-2.2 E</p> <p>1.K-2.3 E</p> <p>1.K-2.4 E</p> <p>1.K-2.5 E</p> <p>1.K-2.6 E</p>	<p>1.K-2.1 Variety sizes of Balls, scarves, rings, bean bags</p> <p>1.K-2.2 Playground/beach ball</p> <p>1.K-2.3 Balloon, beach ball</p> <p>1.K-2.4 Stationary ball-stationary kicker</p> <p>1.K-2.5 Basketball</p> <p>1.K-2.6 Any size ball to a partner</p>

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
Manipulative	<p>1.1 1st grade</p> <p>1.1-2.1 Throw using variations in time/force</p> <p>1.1-2.2 Catch a self-tossed object with hands or an implement.</p> <p>1.1-2.3 Strike an object using different body parts</p> <p>1.1-2.4 Kick a ball for force using a backswing with the kicking leg and non-kicking leg stepping next to the ball with force</p> <p>1.1-2.5 Dribble an object with hands and feet in a closed environment through personal and general space</p> <p>1.1-2.6 Roll a ball to a specified target</p> <p>1.2 2nd grade</p> <p>1.2-2.1 Throw overhand a variety of objects. Demonstrate a side orientation w/critical elements</p> <p>1.2-2.2 Catch objects coming from different directions and heights</p> <p>1.2-2.3 Strike a variety of objects with the hand or an implement with purpose to control force/direction</p> <p>1.2-2.4 Kick a rolled or moving ball with the laces of shoes</p>	<p>1.1-2.1 M</p> <p>1.1-2.2 M</p> <p>1.1-2.3 M</p> <p>1.1-2.4 M</p> <p>1.1-2.5 M</p> <p>1.1-2.6 M</p> <p>1.2-2.1 A</p> <p>1.2-2.2 A</p> <p>1.2-2.3 A</p> <p>1.2-2.4 A</p>	<p>1.K-2.1 Target or time challenges</p> <p>1.K-2.2 Scoops, Velcro pads, gloves</p> <p>1.K-2.3 Ball, balloon</p> <p>1.K-2.4 Playground ball, soccer ball; stationary ball with moving kicker</p> <p>1.K-2.5 Playground/ Soccer on field or through objects</p> <p>1.K-2.6 Base, cone, bucket, bowling</p> <p>1.2-2.1 Ball, Frisbee, ring, bean bag</p> <p>1.2-2.2 Above head level, below waist level</p> <p>1.2-2.3 Body parts, light racket, plastic or foam bat</p> <p>1.2-2.4 Moving kicker and moving ball in small sided game</p>

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
Manipulative	<p>1.2-2.5 Dribble a ball with hands and feet using variations of controlled speed, direction, pathway and in relationship with objects</p> <p>1.2-2.6 Roll a ball or object to a moving target or partner</p>	<p>1.2-2.5 A</p> <p>1.2-2.6 A</p>	<p>1.2-2.5 Around cones, classmates, or obstacles</p> <p>1.2-2.6 A moving hoop or classmate</p>

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

The intent of this standard is to ensure that the student is able to apply the knowledge of concepts, principles, strategies and tactics related to movement and performance. Students should be able to analyze movement situations and apply movement concepts (speed, direction, force, extensions) in small sided practice tasks and game environments, dance and gymnastics. Students should also demonstrate competency and understanding of basic offensive and defensive strategies for small-sided and net/wall games.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Movement Concepts</p> <p><i>Demonstrate knowledge of movement concepts related to body, space, effort, flow and relationships.</i></p>	<p>2.K Kindergarten</p> <p>2.K-1.1 Establish a movement vocabulary through exploration of body, space, effort, flow and relationships</p> <p>2.K-1.2 Recall pathways, direction, levels and relationships</p> <p>2.K-1.3 Distinguish between different degrees of effort</p> <p>2.K-1.4 Identify boundaries for personal and general space</p>	<p>2.K-1.1 E</p> <p>2.K-1.2 E</p> <p>2.K-1.3 E</p> <p>2.K-1.4 E</p>	<p>2.K-1.1 Personal space, helping others taking turns</p> <p>2.K-1.2 Near/far; lead/follow; forward/backward</p> <p>2.K-1.3 Strong/weak; fast/slow; bound/free</p> <p>2.K-1.4 Not bumping into each other; not touching each other</p>

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Movement Concepts</p> <p><i>Demonstrate knowledge of movement concepts related to body, space, effort, flow and relationships. (continued)</i></p>	<p>2.1 1st grade</p> <p>2.1-1.1 Describe movement vocabulary terms in body, space, effort, flow and relationships</p> <p>2.1-1.2 Demonstrate an understanding of relationships in a variety of physical activities</p> <p>2.1-1.3 Apply different degrees of force, speed and direction when directed by the teacher</p> <p>2.1-1.4 Apply concepts of personal and general space to accomplish movement tasks</p> <p>2.2 2nd grade</p> <p>2.2-1.1 Apply movement vocabulary of body, space, effort, flow and relationships to complete movement tasks</p> <p>2.2-1.2 Apply movement concepts to modify performance</p> <p>2.2-1.3 Apply different degrees of effort, force, speed and direction to accomplish a task</p> <p>2.2-1.4 Apply concepts of general and personal space to accomplish movement tasks in movement patterns, games and tasks</p>	<p>2.1-1.1 M</p> <p>2.1-1.2 M</p> <p>2.1 1.3 M</p> <p>2.1 1.4 M</p> <p>2.2 1.1 A</p> <p>2.2 1.2 A</p> <p>2.2 1.3 A</p> <p>2.2 1.4 A</p>	<p>2.1-1.1 Identification of body parts, sharing and taking turns</p> <p>2.1-1.2 Lead, follow, over, under</p> <p>2.1-1.3 Hard/soft, fast/slow, straight/zig-zag</p> <p>2.1-1.4 Move without running or bumping into objects/classmates</p> <p>2.2-1.1 Combine movements through space w/out losing balance or running into objects/classmates</p> <p>2.2-1.2 Use more body parts, keep object closer</p> <p>2.2-1.4 Play games, participate in dance and fitness activities in controlled manners</p>

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Knowledge of Skill Cues</p> <p><i>Demonstrate knowledge of critical elements of fundamental motor skills</i></p>	<p>2.K Kindergarten 2.K-2.1 Differentiate among locomotor skills</p> <p>2.K-2.2 Repeat cue words for fundamental motor skills</p> <p>2.1 1st grade 2.1-2.1 Differentiate among non-locomotor and manipulative skills</p> <p>2.1-2.2 Repeat cue words for fundamental motor skills and apply them to improve performance</p> <p>2nd grade 2.2-2.1 Differentiate between locomotor, non-locomotor and manipulative skills</p> <p>2.2-2.2 Identify and perform locomotor, non-locomotor and manipulative skills</p>	<p>2.K-2.1 E</p> <p>2.K-2.2 E</p> <p>2.1-2.1 M</p> <p>2.1-2.2 M</p> <p>2.2-2.1 A</p> <p>2.2-2.2 A</p>	<p>2.K-2.1 Respond to oral command to perform movement</p> <p>2.K-2.2 Heel to toe contact, arm swings to side</p> <p>2.1-2.1 Describe and demonstrate the difference</p> <p>2.2-2.1 Verbally describe and physically demonstrate</p> <p>2.2-2.2 Perform appropriate skill in a small-sided game</p>

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

The intent of this standard is that students will be able to analyze physical activity outside of physical education class for fitness benefits, differentiate between skill and health related fitness. Students should design a fitness plan to maintain and enhance their fitness level and analyze the impact of food choices relative to personal health and fitness.

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Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Physical activity knowledge</p> <p>Evaluate level of physical activity</p> <p>Healthy habits in relation to physical activity</p>	<p>3.K Kindergarten 3.K-1.1 Recognize and differentiate between physical activity and inactivity</p> <p>3.K-1.2 Recognize the amount of physical activity within physical education</p> <p>3.K-1.2 Recognize that food provides energy for physical activity</p> <p>3.1 1st grade 3.1-1.1 Identify opportunities for physical activity during the school day</p> <p>3.1-1.2 Track the amount of physical activity within the school day</p>	<p>3.K-1.1 E</p> <p>3.K-1.2 E</p> <p>3.K-1.3 E</p> <p>3.1-1.1 M</p> <p>3.1-1.2 M</p>	<p>3.K-1.1 Demonstrate/describe PA and inactivity</p> <p>3. K-1.2 Identify parts of class where we were active and inactive.</p> <p>3.K-1.3 Differentiate between good food and empty calories</p> <p>3.1-1.1 Before school, recess, PE time, brain breaks</p> <p>3.1-1.2 Use step counters, picture diary</p>

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Physical activity knowledge</p> <p>Evaluate level of physical activity</p> <p>Healthy habits in relation to physical activity</p> <p>Describes current level of physical activity & identifies additional physical activity opportunities</p>	<p>3.1-1.3 Differentiate between healthy and unhealthy food and beverage choices for physical activity</p> <p>3.2 2nd grade</p> <p>3.2-1.1 Identify opportunities for physical activity at school, home and in the community</p> <p>3.2-1.2 Track the amount of physical activity within the school day</p> <p>3.2-1.3 Suggest alternatives to unhealthy food and beverage choices related to physical activity</p>	<p>3.1-1.3 M</p> <p>3.2-1.1 A</p> <p>3.2-1.2 A</p> <p>3.2-1.3 A</p>	<p>3.1-1.3 Food groups/Utilize MyPlate</p> <p>3.2-1.1 Play implements at home, sidewalks, bike, jump ropes, proximity to parks, clubs</p> <p>3.2-1.2 Step counters, written diary</p> <p>3.2-1.3 Sort pictures of food into groups</p>
<p>Cardio</p> <p>Muscular strength and endurance</p> <p>Flexibility</p>	<p>3.K Kindergarten</p> <p>3.K-2.1 Recognize activities that could be used to improve each component of health-related fitness</p> <p>3.K-2.2 Recognize that when one moves fast, the heart beats faster and breathing becomes faster</p> <p>3.K-2.3 Recognize the importance of muscular strength to support body weight</p> <p>3.K-2.4 Identify ways to stretch muscles in the body</p>	<p>3.K-2.1 E</p> <p>3.K-2.2 E</p> <p>3.K-2.3 E</p> <p>3.K-2.4 E</p>	<p>3.K-2.2 Put hand on chest at rest; after vigorous activity, presence of sweat</p> <p>3.K-2.4 Yoga poses and balances</p>

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Cardio</p> <p>Muscular strength and endurance</p> <p>Flexibility</p> <p>Understand the principles, components and practices of health-related physical fitness.</p>	<p>3.1 1st grade</p> <p>3.1-2.1 Identify activities that align with each component of health-related fitness</p> <p>3.1-2.2 Identify the heart as a muscle that grows stronger with exercise and physical activity</p> <p>3.1-2.3 Identify ways to strengthen muscles</p> <p>3.1-2.4 Identify ways to stretch muscles in the upper and lower body</p> <p>3.2 2nd grade</p> <p>3.2-2.1 Demonstrate activities that align with each component of health-related fitness</p> <p>3.2-2.2 Name activities that increase heart rate</p> <p>3.2-2.3 Identify activities to improve muscular strength</p> <p>3.2-2.4 Identify ways to stretch muscles in various parts of the body</p>	<p>3.1-2.1 M</p> <p>3.1-2.2 M</p> <p>3.1-2.3 M</p> <p>3.1-2.4 M</p> <p>3.2-2.1 A</p> <p>3.2-2.2 A</p> <p>3.2-2.3 A</p> <p>3.2-2.4 A</p>	<p>3.1-2.1 Running, sit-ups, push-ups, sit & reach</p> <p>3.1-2.3 Repetition, progression, increase weight</p> <p>3.1-2.4 Yoga poses, stretching exercises</p> <p>3.2-2.1 Match component to HRF component</p> <p>3.2-2.2 Identify 5 five activities</p> <p>3.2-2.3 Identify two activities</p> <p>3.2-2.4 Identify three ways to increase flexibility</p>

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

The intent of this standard is that students will demonstrate responsible interpersonal behavior (peer to peer, student to teacher, student to referee) in a variety of physical activity contexts, environments and facilities. The student will be able to give correct feedback respectfully to peers and willingly involve students with higher or lower skill ability into group projects/activities. The students will demonstrate appropriate etiquette and safety principles in a variety of physical activity settings.

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Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Self-direction</p> <p>Safety</p> <p><i>Know and follow procedures and safe practices.</i></p>	<p>4.K Kindergarten</p> <p>4.K-1.1 Respond positively to reminders of appropriate safety procedures</p> <p>4.K-1.2 Follow directions and handle equipment safely</p> <p>4.K-1.3 Work independently and safely in self and shared space</p> <p>4.K-1.4 Explain rules related to safety and activity-specific procedures</p>	<p>4.K-1.1 E</p> <p>4.K-1.2 E</p> <p>4.K-1.3 E</p> <p>4.K-1.4 E</p>	<p>4.K-1.1 Follows directions as they are given.</p> <p>4.K-1.2 Put equipment where it belongs after class</p> <p>4. K-1.3 Walking quietly to and from class.</p> <p>4.K-1.4 Remain in personal and general space as directed.</p>

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Self-direction</p> <p>Safety</p> <p><i>Know and follow procedures and safe practices.</i></p>	<p>4.1 1st grade</p> <p>4.1-1.1 Respond positively to reminders of appropriate safety procedures</p> <p>4.1-1.2 Follow directions and handle equipment safely</p> <p>4.1-1.3 Demonstrate individual work safely around others and in a shared space</p> <p>4.1-1.4 Explain rules related to safety and activity-specific procedures</p> <p>4.2 2nd grade</p> <p>4.2-1.1 Respond positively to reminders of appropriate safety procedures</p> <p>4.2-1.2 Follow directions and handle equipment safely</p> <p>4.2-1.3 Participate and assess one’s behavior in physical activities</p> <p>4.2-1.4 Explain rules related to safety and activity-specific procedures</p>	<p>4.1-1.1 M</p> <p>4.1-1.2 M</p> <p>4.1-1.3 M</p> <p>4.1-1.4 M</p> <p>4.2-1.1 A</p> <p>4.2-1.2 A</p> <p>4.2-1.3 A</p> <p>4.2-1.4 A</p>	<p>4.1-1.1 Follows directions as they are given.</p> <p>4.1-1.2 Without being asked or reminded</p> <p>4.1-1.3 Assumes leadership</p> <p>4.1-1.4 Verbally and by demonstrating</p> <p>4.2-1.1 Helps teacher keep area safe</p> <p>4.2-1.2 Being asked or reminded</p> <p>4.2-1.4 Verbally and by demonstrating</p>

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Cooperation and Respect</p> <p>Responsible behavior in physical activity settings</p>	<p>4.K Kindergarten 4.K-2.1 Follow instructions while participating in physical education activities</p> <p>4.K-2.2 Demonstrate cooperation and consideration of others in partner and group physical activities</p> <p>4.K-2.3 Demonstrate willingness to work with a variety of partners in physical education activities</p> <p>4.1 1st grade 4.1-2.1 Follow instructions and class procedures while participating in physical education activities</p> <p>4.1-2.2 Describe examples of cooperation and sharing in a variety of physical activities</p> <p>4.1-2.3 Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities</p> <p>4.2 2nd grade 4.2-2.1 Apply proper class procedures while participating in physical education activities</p> <p>4.2-2.2 Demonstrate cooperation with others when resolving conflicts in physical education activities</p>	<p>4.K-2.1 E</p> <p>4.K-2.2 E</p> <p>4.K-2.3 E</p> <p>4.1-2.1 M</p> <p>4.1-2.2 M</p> <p>4.1-2.3 M</p> <p>4.2-2.1 A</p> <p>4.2-2.2 A</p>	<p>4.K-2.1 Doesn't argue with teacher</p> <p>4.K-2.2 Treats all classmates the same</p> <p>4.K-2.3 Shares and takes turns</p> <p>4.1-2.3 Changes partners willingly</p> <p>4.2-2.1 Follows routines without being reminded</p> <p>4.2-2.2 Listens to both sides; no yelling, plays Rock/Paper/Scissors to settle conflict</p>

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
Cooperation and Respect	4.2-2.3 Interact positively with others in partner and small group activities without regard to individual differences 4.2-2.4 Take turns using equipment or performing a task	4.2-2.3 A 4.2-2.4 A	4.2-2.3 Does not make fun of/helps less-skilled

Standard 5. The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The intent of this standard is to develop a student who is able to compare the health benefits of a variety of physical activities. Students are able to express enjoyment and/or the willingness to participate in physical activities that are new and different. Students will view physical activity as an opportunity for social interaction across the lifespan.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Health reasons to be physically active</p> <p>Identifies health benefits as reasons to value physical activity.</p>	<p>5.1 Kindergarten 5.K-1.1 Recognize physical activity has positive health benefits</p> <p>5.1 1st grade 5.1-1.1 Recognize more physical activity leads to additional health benefits</p> <p>5.2 2nd grade 5.2-1.1 Identify specific health benefits from participation in daily physical activity</p>	<p>5.K-1.1 E</p> <p>5.1-1.1 M</p> <p>5.2-1.1 A</p>	<p>5.K-1.1 Enjoys coming to class</p> <p>5.1-1.1 Is active during recess and other opportunities</p> <p>5.2-1.1 Makes health enhancing decisions</p>

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
<p>Enjoyment</p> <p>Identifies reasons to participate in physical activity.</p>	<p>5.1 Kindergarten 5.K-2.1 Participate in physical activity outside of class time or during their leisure time</p> <p>5.1 1st grade 5.1-2.1 Attempts new activities presented in class</p> <p>5.1 2nd grade 5.2-2.1 Discuss choices for enjoying certain types of physical activities</p>	<p>5.K-2.1 E</p> <p>5.1-2.1 M</p> <p>5.2-2.1 A</p>	<p>5.K-2.1 Able to list activities he/she enjoys</p> <p>5.1-2.1 Able to describe why he/she likes to play certain activities</p> <p>5.2-2.1 Seeks opportunities to play outside of class</p>