

# Grades K, 1, 2

Adopted 2000

**Students will develop competency in all fundamental movement skills and proficiency in some movement forms.**

**1: Students will model complex locomotor movement patterns in specialized activities.**

- a. perform fundamental locomotor skills within rudimentary movement patterns.
  - b. transfer fundamental locomotor skills into simple activities and/or games.
  - c. determine the appropriateness of fundamental locomotor skills transferred into activities and/or games.
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**2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.**

- a. perform fundamental manipulative skills within rudimentary movement patterns.
  - b. transfer fundamental manipulative skills into simple activities and/or games.
  - c. determine the appropriateness of fundamental manipulative skills transferred into activities and/or games.
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**3: Students will exhibit a mature kinesthetic sense in nonlocomotor/stability movement patterns in specialized activities.**

- a. maintain control in weight-bearing and balance activities.
  - b. adjust body position to maintain equilibrium during simple physical activities and/or games.
  - c. determine the appropriateness of kinesthetic adjustments made during simple movement patterns.
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**Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.**

**1: Students will apply scientific concepts and principles to analyze performance of self and others.**

- a. recognize that scientific principles affect movement skills.
- b. use scientific principles when performing movement skills.
- c. recognize when a desired outcome is achieved.

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**2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.**

- a. recognize that physical, emotional, and cognitive factors affect performance.
- b. identify training practices that promote skill acquisition and performance.
- c. engage in training practices that promote skill acquisition.

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**3: Students will evaluate various strategies leading to successful performance.**

- a. identify basic performance strategies used in physical activity.
- b. use basic performance strategies in various situations.
- c. recognize effective performance strategies within physical activity.

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**Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.**

**1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.**

- a. identify components used to determine health-related fitness.
- b. recognize physiological indicators related to each health-related fitness component.
- c. recognize the difference between moderate and vigorous activity.

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**2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.**

- a. understand that positive results are gained from on-going physical activity.
- b. recognize the healthful benefits of a specific physical activity.
- c. identify and use safe, beneficial techniques in physical activity.

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**3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.**

- a. identify school/community health-related facilities and programs.
- b. identify various fitness activities that contribute to personal health.
- c. participate in sustained moderate to vigorous physical activity on a routine basis.

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**Students will develop responsible and respectful personal and social behavior in physical activity settings.**

**1: Students will model and encourage appropriate personal and social conduct in physical activities.**

- a. understand the importance of personal responsibility for safety in physical activity.
- b. recognize acceptable sportsmanship in physical activity settings.
- c. resolve conflicts in socially acceptable ways.

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**2: Students will value and maximize the contributions and potential of each individual in group activities.**

- a. understand the purposes of different roles in group activities.
  - b. encourage one another's positive efforts in physical activity settings.
  - c. understand the importance of being a positive leader in group settings.
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**3: Students will evaluate the positive impact of contributions provided through human diversity.**

- a. understand the existence of individual uniqueness in physical activity settings.
  - b. understand why all students should be included in physical activity settings.
  - c. recognize various aspects of diversity in physical activity settings.
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**Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.**

**1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.**

- a. recognize that physical activity provides personal enjoyment.
  - b. recognize appropriate social interaction in various physical activities.
  - c. describe the positive feelings experienced from participating in physical activity.
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**2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.**

- a. express feelings associated with success derived from repetition of physical activity.
  - b. recognize the emotional, physical, and social factors associated with participation in physical activity.
  - c. engage in new and challenging physical activities.
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**3: Students will analyze employment/career options in the physical education/fitness fields.**

- a. identify various physical education/fitness careers in the community.
- b. identify skills needed to work in a physical education/fitness career.
- c. recognize ways people in physical education/fitness careers work with people in other jobs.