

# Physical Education Framework – Grades K-2



		Grade K	Grade 1	Grade 2	
Fitness and Health	Physical	physical activity knowledge/health	identifies active play opportunities outside physical education class	discusses the benefits of being active and exercising and/or playing	discusses the benefits of being active and exercising and/or playing
		engages in physical activity	<ul style="list-style-type: none"> <li>participates actively in physical education class</li> <li>recognizes that physical activity is important for good health</li> </ul>	<ul style="list-style-type: none"> <li>engages actively in physical education class</li> <li>identifies physical activity as a component of good health</li> </ul>	<ul style="list-style-type: none"> <li>engages actively in physical education class in response to instruction and practice</li> <li>discusses the relationship between physical activity and good health</li> </ul>
	Emotional	personal responsibility	<ul style="list-style-type: none"> <li>follows directions in group settings (e.g., safe behaviors, following rules, taking turns)</li> <li>acknowledges responsibility for behavior when prompted</li> </ul>	<ul style="list-style-type: none"> <li>accepts personal responsibility by using equipment and space appropriately</li> <li>follows the rules and parameters of the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>practices skills with minimal teacher prompting</li> <li>accepts responsibility for class protocols with behavior and performance actions</li> </ul>
		accepting feedback	<ul style="list-style-type: none"> <li>follow instruction and directions</li> <li>accepts feedback peacefully</li> </ul>	responds appropriately to general feedback from the teacher	accepts specific corrective feedback from the teacher
		self-expression & enjoyment	<ul style="list-style-type: none"> <li>identifies physical activities that are enjoyable</li> <li>discusses the enjoyment of playing with friends</li> </ul>	<ul style="list-style-type: none"> <li>describes positive feelings that result from participating in physical activities</li> <li>discusses personal reasons (i.e. the “why”) for enjoying physical activities</li> </ul>	identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in games environments)
	Spiritual	faith connection	<ul style="list-style-type: none"> <li>describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809)</li> <li>determine how communities help us grow in virtue (CCC 1882)</li> <li>know that we show our love for others through our thoughts and actions</li> </ul>	<ul style="list-style-type: none"> <li>describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809)</li> <li>determine how communities help us grow in virtue (CCC 1882)</li> <li>know that we show our love for others through our thoughts and actions</li> </ul>	<ul style="list-style-type: none"> <li>describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809)</li> <li>determine how communities help us grow in virtue (CCC 1882)</li> <li>know that we show our love for others through our thoughts and actions</li> </ul>
	Skill building	Locomotor	hopping, galloping, running, sliding, skipping, leaping	performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance	hops, gallops, jogs and slides using a mature pattern
jogging, running			developmentally appropriate/emerging outcomes first appear in Grade 2	developmentally appropriate/emerging outcomes first appear in Grade 2	<ul style="list-style-type: none"> <li>runs with a mature pattern</li> <li>travels showing differentiation between jogging and sprinting</li> </ul>
jumping & landing			performs jumping and landing actions with balance	demonstrates <u>2 of the 5</u> critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings	demonstrates <u>4 of the 5</u> critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings
dance			performs locomotor skills in response to teacher-led creative dance	combines locomotor and non-locomotor skills in a teacher-designed dance	performs a teacher- and/or student- designed rhythmic activity with correct response to simple rhythms

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Non-locomotor	combinations	developmentally appropriate/emerging outcomes first appear in Grade 3	developmentally appropriate/emerging outcomes first appear in Grade 3	developmentally appropriate/emerging outcomes first appear in Grade 3
	balance	<ul style="list-style-type: none"> <li>maintains momentary stillness on different bases of support</li> <li>forms wide, narrow, curled and twisted body shapes</li> </ul>	maintains stillness on different bases of support with different body shapes	<ul style="list-style-type: none"> <li>balances on different bases of support, combining levels and shapes</li> <li>balances in an inverted position with stillness and supportive base</li> </ul>
	weight transfer	developmentally appropriate/emerging outcomes first appear in Grade 1	transfers weight from one body part to another in self-space in dance and gymnastics	transfers weight from feet to different body parts/bases of support for balance
	weight transfer, rolling	Rolls sideways in a narrow body shape	rolls with either a narrow or curled body shape	rolls in different directions with either a narrow or curled body shape
	curling & stretching; twisting & bending	contrasts the actions of curling and stretching	demonstrates twisting, curling, bending and stretching actions	differentiates among twisting, curling, bending and stretching actions
	combination	developmentally appropriate/emerging outcomes first appear in Grade 2	developmentally appropriate/emerging outcomes first appear in Grade 2	combines balances and transfers into a three-part sequence (i.e., dance, gymnastics)
Manipulative	underhand throw	throws underhand with opposite foot forward	throws underhand, demonstrating <u>2 of the 5</u> critical elements of a mature pattern	throws underhand using a mature pattern
	overhand throw	developmentally appropriate/emerging outcomes first appear in Grade 2	developmentally appropriate/emerging outcomes first appear in Grade 2	throws overhand, demonstrating <u>2 of the 5</u> critical elements of a mature pattern
	passing with hands	developmentally appropriate/emerging outcomes first appear in Grade 4	developmentally appropriate/emerging outcomes first appear in Grade 4	developmentally appropriate/emerging outcomes first appear in Grade 4
	catching	<ul style="list-style-type: none"> <li>drops a ball and catches it before it bounces twice</li> <li>catches a large ball tossed by a skilled thrower</li> </ul>	<ul style="list-style-type: none"> <li>catches a soft object from a self-toss before it bounces</li> <li>catches various sizes of balls self-tossed or tossed by a skilled thrower</li> </ul>	catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body
	dribbling/ball control with hands	dribbles a ball with one hand, attempting the second contact	dribbles continuously in self-space using the preferred hand	<ul style="list-style-type: none"> <li>dribbles in self-space with preferred hand demonstrating a mature pattern</li> <li>dribbles using the preferred hand while walking in general space</li> </ul>
	dribbling/ball control with feet	taps a ball using the inside of the foot, sending it forward	taps or dribbles a ball using the inside of the foot while walking in general space	dribbles with the feet in general space with control of ball and body
	passing & receiving with feet	developmentally appropriate/emerging outcomes first appear in Grade 3	developmentally appropriate/emerging outcomes first appear in Grade 3	developmentally appropriate/emerging outcomes first appear in Grade 3
	dribbling in combination	developmentally appropriate/emerging outcomes first appear in Grade 4	developmentally appropriate/emerging outcomes first appear in Grade 4	developmentally appropriate/emerging outcomes first appear in Grade 4
	kicking	kicks a stationary ball from a stationary position, demonstrating <u>2 of the 5</u> critical elements of a mature kicking pattern	approaches a stationary ball and kicks it forward, demonstrating <u>2 of the 5</u> critical elements of a mature pattern	uses a continuous running approach and kicks a moving ball, demonstrating <u>3 of the 5</u> critical elements of a mature pattern
volley, underhand	volleys a light-weight object (balloon), sending it upward	volleys an object with an open palm, sending it upward	volleys an object upward with consecutive hits	

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Application in games and sports		volley, overhead	developmentally appropriate/emerging outcomes first appear in Grade 4	developmentally appropriate/emerging outcomes first appear in Grade 4	developmentally appropriate/emerging outcomes first appear in Grade 4
		striking, short implement	strikes a light-weight object with a paddle or short-handled racket	strikes a ball with a short-handled implement sending it upward	strikes an object upward with a short-handled implement using consecutive hits
		striking, long implement	developmentally appropriate/emerging outcomes first appear in Grade 2	developmentally appropriate/emerging outcomes first appear in Grade 2	strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation
		combine with locomotor	developmentally appropriate/emerging outcomes first appear in Grade 4	developmentally appropriate/emerging outcomes first appear in Grade 4	developmentally appropriate/emerging outcomes first appear in Grade 4
		jumping rope	executes a single jump with self-turned rope Jumps a long rope with teacher-assisted turning	<ul style="list-style-type: none"> <li>jumps forward or backward consecutively using a self-turned rope</li> <li>Jumps a long rope up to 5 times consecutively with teacher-assisted turning</li> </ul>	<ul style="list-style-type: none"> <li>jumps a self-turned rope consecutively forward and backward with a mature pattern</li> <li>jumps a long rope 5 times consecutively with student turners</li> </ul>
	Safety	safety	follows teacher directions for safe participation and proper use of equipment with minimal reminders	follows teacher directions for safe participation and proper use of equipment without teacher reminders	<ul style="list-style-type: none"> <li>works independently and safely in physical education</li> <li>works safely with physical education equipment</li> </ul>
	Problem solving/strategy	space	differentiates between movement in personal (self- space) and general space moves in personal space to a rhythm	moves in self- space and general space in response to designated beats or rhythms	combines locomotor skills in general space to a rhythm
		pathways, shapes and levels	travels in three different pathways	travels demonstrating low, middle and high levels <ul style="list-style-type: none"> <li>travels demonstrating a variety of relationships with objects (e.g., over, under, around, through)</li> </ul>	combines shapes, levels and pathways into simple travel, dance and gymnastics sequences
		speed, direction, force	travels in general space with different speeds	<ul style="list-style-type: none"> <li>differentiates between fast and slow speeds</li> <li>differentiates between strong and light force</li> </ul>	varies time and force with gradual increases and decreases
		alignment and muscular tension	developmentally appropriate/emerging outcomes first appear in Grade 3	developmentally appropriate/emerging outcomes first appear in Grade 3	developmentally appropriate/emerging outcomes first appear in Grade 3
strategies and tactics		developmentally appropriate/emerging outcomes first appear in Grade 3	developmentally appropriate/emerging outcomes first appear in Grade 3	developmentally appropriate/emerging outcomes first appear in Grade 3	
Rules	rules and etiquette	<ul style="list-style-type: none"> <li>recognizes the established protocol for class activities</li> <li>remains calm when losing</li> </ul>	exhibits the established protocols for class activities	recognizes the role of rules and etiquette in teacher-designed physical activities	

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	Playing as a team	working with others	<ul style="list-style-type: none"> <li>• shares equipment and space with others</li> <li>• demonstrates gratitude for the contributions of teammates</li> <li>• congratulates teammates on their accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• works independently with others in a variety of class environments (e.g., small and large groups)</li> <li>• demonstrates gratitude for the contribution of teammates</li> <li>• congratulates teammates on their accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• works independently with others in partner environments</li> <li>• demonstrates gratitude for the contribution of teammates</li> <li>• congratulates teammates on their accomplishments</li> </ul>
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