

BALDWIN CITY USD 348
PHYSICAL EDUCATION
MISSION STATEMENT

THE MISSION OF THE PHYSICAL EDUCATION DEPARTMENT IS TO PROVIDE OPPORTUNITIES FOR STUDENTS TO GAIN THE KNOWLEDGE AND SKILLS NECESSARY TO BUILD A HEALTHY LIFE STYLE.

STANDARD 1 – THE PHYSICALLY LITERATE INDIVIDUAL DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.

End of Kindergarten Benchmark 1: The student will demonstrate various locomotor patterns, balances, ball handling skills, and rhythms.

The Kindergarten student

- (a) demonstrates the ability to move using a variety of locomotor skills.
- (b) demonstrates clear contrasts between slow and fast movements traveling in different directions (e.g., sideways, backward) and in personal and general space.
- (c) maintains momentary balance in a variety of positions and levels.
- (d) projects objects through space using various means (e.g., rolling, sliding, throwing).
- (e) catches a self-tossed ball after it bounces.
- (f) strikes a balloon repeatedly with different body parts.
- (g) performs a simple rhythmic pattern.

End of Second Grade Benchmark 1: The student will demonstrate initial skills of locomotion and balance.

The 2nd Grade student

- (a) demonstrates initial form in galloping, skipping, hopping, and sliding.
- (b) demonstrates control in traveling, weight bearing, weight shifting, and balancing activities.

End of Second Grade Benchmark 2: The student will demonstrate rhythmic patterns and manipulative ball skills.

The 2nd Grade student

- (a) combines locomotor patterns in time to music.
- (b) demonstrates the manipulative skills of throwing, catching, dribbling with hand and foot, kicking, and striking.
- (c) demonstrates motor patterns in simple combinations.

End of Fifth Grade Benchmark 1: The student will demonstrate mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts.

The 5th Grade student

- (a) uses a mature form on the following skills: throw, catch, kick, volley, dribble with hands, dribble with feet, and strike.
- (b) demonstrates a creative dance into a repeatable pattern.
- (c) jumps and lands for height and distance using a mature form.
- (d) demonstrates jumps with an individual short-rope using a variety of basic skills.
- (e) demonstrates the ability to change direction quickly while the body is in motion.
- (f) transfers and supports body weight on upper body.

End of Eighth Grade Benchmark 1: The student will demonstrate mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts during modified individual or team physical activities.

The 8th Grade student

- (a) uses basic offensive and defensive strategies in modified net games and invasive games.
- (b) demonstrates competency while participating in modified versions of team and individual sports.

End of Twelfth Grade Benchmark 1: The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

The 12th Grade student

- (a) uses a variety of skills appropriately within a game situation.
- (b) selects and uses the appropriate offensive and defensive skills in a variety of individual, dual, and team activities.
- (c) demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.

STANDARD 2 – THE PHYSICALLY LITERATE INDIVIDUAL APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.

End of Kindergarten Benchmark 1: The student will identify the cognitive concepts associated with locomotion and body awareness.

The Kindergarten student

- (a) recognizes locomotor skills, levels, and pathways when demonstrated.
- (b) understands and responds appropriately to the terms of over, under, beside, between, in, out, above, below, front, and back.
- (c) identifies various body parts (e.g., head, knee, shoulder, back).

End of Second Grade Benchmark 1: The student will identify body parts and levels.

The 2nd Grade student

- (a) identifies various body parts and levels in performing physical activities.

End of Second Grade Benchmark 2: The student will demonstrate movement skills safely and appropriately.

The 2nd Grade student

- (a) applies movement concepts to a variety of basic skills.
- (b) recognizes appropriate safety practices in general space.

End of Second Grade Benchmark 3: The student will develop performances as a response to corrective feedback.

The 2nd Grade student

- (a) corrects movement errors in response to corrective feedback.
- (b) explains that appropriate practice improves performance.

End of Fifth Grade Benchmark 1: The student will apply knowledge to improve skill development.

The 5th Grade student

- (a) demonstrates knowledge of key elements related to throw, catch, kick, volley, dribble with hands, dribble with feet, and strike.
- (b) explains the necessity of transferring weight from the back to the front leg during any action that propels an object forward.
- (c) explains how appropriate practice improves performance.
- (d) identifies physical and psychological benefits that result from long term participation in physical activity.

End of Eighth Grade Benchmark 1: The student will demonstrate movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

The 8th Grade student

- (a) identifies similarities in body position in various team sports.
- (b) detects and corrects errors in personal performance.
- (c) explains at least two game tactics involved in playing a team sport.
- (d) designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities.

End of Twelfth Grade Benchmark 1: The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

The 12th Grade student

- (a) develops an appropriate conditioning program for a self-selected game and activity for lifetime engagement.
- (b) explains appropriate tactical decisions in a game situation.

STANDARD 3 – THE PHYSICALLY LITERATE INDIVIDUAL DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.

End of Kindergarten Benchmark 1: The student will achieve a level of fitness and muscular strength.

The Kindergarten student

- (a) participates in a variety of games that increase breathing and heart rate.
- (b) demonstrates sufficient muscular strength by supporting body weight in various activities.

End of Second Grade Benchmark 1: The student will understand the need for physical fitness.

The 2nd Grade student

- (a) demonstrates sufficient muscular strength to bear body weight for climbing, hanging, and momentary body support of the hands.
- (b) participates in a variety of games that increase breathing and heartrate.
- (c) sustains activity for increasingly longer periods of time while participating in various activities in physical education.
- (d) recognizes the health related physical fitness components.

End of Fifth Grade Benchmark 1: The student will understand the components of physical fitness and work to achieve increased levels of fitness.

The Fifth Grade student

- (a) participates in selected activities that develop and maintain each component of physical fitness.
- (b) understands the importance of being active within the target heart zone.
- (c) monitors heart rate during aerobic activity.
- (d) meets the specific health related fitness standards.
- (e) identifies strengths and weaknesses based upon the results of health related fitness assessment.

End of Eighth Grade Benchmark 1: The student will develop high levels of basic physical fitness.

The 8th Grade student

- (a) participates in activities designed to improve or maintain the health related fitness components.
- (b) understands the importance of staying within the target heart rate (THR) zone while participating in games and activities.
- (c) self-assesses heart rate before, during, and after vigorous physical activity.
- (d) demonstrates appropriate training principles and exercise techniques designed to improve physical fitness.

End of Twelfth Grade Benchmark 1: The student will take an active role in developing and maintaining appropriate personal fitness.

The 12th Grade student

- (a) maintains appropriate levels of cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy and productive life.
- (b) develops realistic short-term and long-term personal fitness goals.
- (c) assesses, interprets, and applies the health-related fitness components to personal physical fitness status.
- (d) participates in a variety of physical activities appropriate for enhancing physical fitness.
- (e) plans a summer personal conditioning program.
- (f) explains the impact of participation in selected sports and activities on various components of fitness.

STANDARD 4 – THE PHYSICALLY LITERATE INDIVIDUAL EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.

End of Kindergarten Benchmark 1: The student will exhibit self-discipline, respect for others and the learning environment, as well as appropriate levels of sportsmanship.

The Kindergarten student

- (a) follows instructions in games and activities.
- (b) demonstrates self-discipline and responsibility while actively participating in group, individual, and partner activities.
- (c) resolves conflicts with others in socially acceptable ways.
- (d) respects others, equipment, and learning environment.
- (e) helps others in the physical activity setting through actions and words.

End of Second Grade Benchmark 1: The student will demonstrate self-management.

The 2nd Grade student

- (a) follows instructions and class procedures while participating in physical education.
- (b) works in diverse group settings without interfering with others.
- (c) uses equipment safely and appropriately.
- (d) demonstrates cooperation and consideration of others in group activities.
- (e) demonstrates socially acceptable conflict resolution during class activity.

End of Fifth Grade Benchmark 1: The student will exhibit responsible personal and social behavior while working in diverse groups.

The 5th Grade student

- (a) cooperates with all class members by taking turns and sharing equipment.
- (b) accepts the teacher's decision without displaying negative reactions.
- (c) assesses and takes responsibility for behavior choices without blaming others.
- (d) recognizes and appreciates similar and different skill abilities of peers.
- (e) encourages others regularly and refrains from derogatory statements.

End of Eighth Grade Benchmark 1: The student will exhibit responsible personal and social behavior while working in diverse groups.

The 8th Grade student

- (a) makes responsible decisions about using time, applying rules, and following through with the decisions made.
- (b) remains on-task without close teacher monitoring.
- (c) demonstrates concern for safety of self and others during games and activities.
- (d) considers the consequences of choices when confronted with negative peer pressures.
- (e) plays within the rules of the game or activity and shows self-control by accepting a controversial decision.
- (f) resolves conflict with a sensitivity to the rights and feelings of others.
- (g) through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ability in a physical activity setting.

End of Twelfth Grade Benchmark 1: The student will display independent, responsible behavior during physical activity.

The 12th Grade student

- (a) participates successfully in a cooperative learning group in a variety of physical activity settings.
- (b) invites less skilled students to participate in physical activity.
- (c) encourages others to apply appropriate etiquette in all physical activity settings.
- (d) provides appropriate support for a teammate in a team activity.

STANDARD 5 – THE PHYSICALLY LITERATE INDIVIDUAL RECOGNIZES THE VALUE OF PHYSIAL ACTIVITY FOR HEALTH, ENJOYMENT, CHALLENGE, SELF-EXPRESSION AND /OR SOCIAL INTERACTION.

End of Kindergarten Benchmark 1: The student will engage in various physical activities.

The Kindergarten student

- (a) develops positive attitudes towards physical activity.
- (b) continues to participate when learning a new activity even when not successful.
- (c) understands the importance of participating with others.

End of Second Grade Benchmark 1: The student will appreciate various physical activities.

The Second Grade student

- (a) exhibits both verbal and nonverbal indicators of enjoyment.
- (b) willingly tries new movements and skills.
- (c) continues to participate when not successful on the first try.

End of Fifth Grade Benchmark 1: The student will value physical activity and recognize its impact on skill-improvement and health.

The Fifth Grade student

- (a) identifies positive feelings associated with participation in physical activities.
- (b) recognizes the impact of physical activity on health.
- (c) displays persistence in learning new motor skills.
- (d) recognizes the impact of practice on skill improvement.

End of Eighth Grade Benchmark 1: The student will value physical activity and recognize its impact on skill improvement and health.

The Eighth Grade student

- (a) recognizes physical activity as a positive opportunity for social and group interaction.
- (b) appreciates the creative aspects of skilled performance in others and self.
- (c) respects the physical and performance limitations of self and others.
- (d) analyzes selected physical experiences for social, emotional, and health benefits.

End of Twelfth Grade Benchmark 1: The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

The Twelfth Grade student

- (a) displays persistence in learning new physical activities.
- (b) differentiates between intrinsic and extrinsic reasons for participating in physical activity.
- (c) integrates physical activity meaningfully into daily life.
- (d) reflects on reasons for choosing to participate in selected physical activities.

GLOSSARY:

www.kshealthykids.org/HKS_docs/standards/