



## Physical Education Standards

GRADE: K

### Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

BENCHMARK CODE	BENCHMARK
PE.K.M.1.1	Use a variety of locomotor skills to travel in personal and general space.
	<b>Related Access Point(s)</b>
	PE.K.M.1.In.a Perform locomotor skills to travel in personal and general space.
	PE.K.M.1.Su.a Perform locomotor skills to travel in general space.
	PE.K.M.1.Pa.a Perform guided locomotor skills.
PE.K.M.1.10	Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.
	<b>Related Access Point(s)</b>
	PE.K.M.1.In.j Perform a creative-movement sequence with use of one movement concept.
	PE.K.M.1.Su.j Perform a creative-movement sequence.
	PE.K.M.1.Pa.j Perform a guided movement.
PE.K.M.1.11	Balance on a variety of body parts.
	<b>Related Access Point(s)</b>
	PE.K.M.1.In.k Balance on a body part.
	PE.K.M.1.Su.k Balance on two points of contact.
	PE.K.M.1.Pa.k Balance body to remain stationary.
PE.K.M.1.12	Perform a variety of rolling actions.
	<b>Related Access Point(s)</b>
	PE.K.M.1.In.l Perform more than one rolling action.
	PE.K.M.1.Su.l Perform a log roll.
	PE.K.M.1.Pa.l Perform a partial log roll, such as rolling to one side or from front to back.
PE.K.M.1.13	Move in a variety of ways in relation to others.
	<b>Related Access Point(s)</b>

	PE.K.M.1.In.m Move in a variety of ways in relation to moving objects, such as chasing, fleeing and dodging.
	PE.K.M.1.Su.m Imitate ways to move, such as chasing and fleeing.
	PE.K.M.1.Pa.m Move from one place to another.
PE.K.M.1.2	Strike objects using body parts forcefully.
	<b>Related Access Point(s)</b>
	PE.K.M.1.In.b Strike a stationary, modified object with a body part.
	PE.K.M.1.Su.b Swing and make contact with a modified object with a body part.
	PE.K.M.1.Pa.b Swing at a stationary, modified object with a body part.
PE.K.M.1.3	Balance a lightweight object on a paddle/racket while moving.
	<b>Related Access Point(s)</b>
	PE.K.M.1.In.c Balance a lightweight object on a paddle/racket.
	PE.K.M.1.Su.c Balance a modified lightweight object on a paddle/racket.
	PE.K.M.1.Pa.c Balance a modified lightweight object on a modified paddle/racket.
PE.K.M.1.4	Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions.
	<b>Related Access Point(s)</b>
	PE.K.M.1.In.d Strike a modified object using a modified implement.
	PE.K.M.1.Su.d Swing and make contact with a modified object using a modified implement.
	PE.K.M.1.Pa.d Swing at a modified object using a modified implement.
PE.K.M.1.5	Use two hands to bounce and catch a large playground ball.
	<b>Related Access Point(s)</b>
	PE.K.M.1.In.e Release and catch a large playground ball.
	PE.K.M.1.Su.e Use two hands to trap a large playground ball.
	PE.K.M.1.Pa.e Hold and release modified objects with arms or hands.
PE.K.M.1.6	Participate in a variety of introductory water skills.
	<b>Related Access Point(s)</b>
	PE.K.M.1.In.f Participate in a variety of modified, introductory water skills, such as water entry, put face in water and supported with feet off bottom.
	PE.K.M.1.Su.f Participate in a variety of selected, modified introductory water skills.
	PE.K.M.1.Pa.f Participate in a variety of guided, modified introductory water skills.
PE.K.M.1.7	Catch a variety of self-tossed objects.
	<b>Related Access Point(s)</b>
	PE.K.M.1.In.g Catch a variety of self-tossed, modified objects.
	PE.K.M.1.Su.g Use two hands to trap modified objects.
	PE.K.M.1.Pa.g Hold modified objects with arms or hands.
PE.K.M.1.8	Roll and throw a variety of objects using an underhand motion.

	<b>Related Access Point(s)</b>
	PE.K.M.1.In.h Roll and throw a variety of modified objects using an underhand motion.
	PE.K.M.1.Su.h Roll and throw a variety of modified objects.
	PE.K.M.1.Pa.h Roll modified objects.
PE.K.M.1.9	Throw a variety of objects forcefully using an overhand motion.
	<b>Related Access Point(s)</b>
	PE.K.M.1.In.i Throw a variety of objects using an overhand motion.
	PE.K.M.1.Su.i Throw a variety of modified objects.
	PE.K.M.1.Pa.i Swing arm and release modified objects from hand.

## Strand: COGNITIVE ABILITIES

Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
PE.K.C.2.1	Recognize locomotor skills.
	<b>Related Access Point(s)</b>
	PE.K.C.2.In.a Recognize more than two locomotor skills, such as walking, running, skipping, leaping, jumping and galloping.
	PE.K.C.2.Su.a Recognize more than one locomotor skill, such as walking, running, skipping, leaping, jumping and galloping.
	PE.K.C.2.Pa.a Associate movement with a locomotor skill, such as walking, running, skipping, leaping, jumping or galloping.
PE.K.C.2.2	Recognize physical activities have safety rules and procedures.
	<b>Related Access Point(s)</b>
	PE.K.C.2.In.b Recognize that physical activities have safety rules.
	PE.K.C.2.Su.b Recognize that a physical activity has safety rules.
	PE.K.C.2.Pa.b Recognize a safety rule.
PE.K.C.2.3	Recognize technology can be utilized during physical activity.
	<b>Related Access Point(s)</b>
	PE.K.C.2.In.c Recognize technology used during physical activity.
	PE.K.C.2.Su.c Recognize a technology used during physical activity.
	PE.K.C.2.Pa.c Associate a technology with a physical activity.
PE.K.C.2.4	Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision.
	<b>Related Access Point(s)</b>
	PE.K.C.2.In.d Recognize the dangers of entering a body of water without supervision.
	PE.K.C.2.Su.d Associate bodies of water with danger and the need for supervision.

	PE.K.C.2.Pa.d Associate bodies of water with danger.
PE.K.C.2.5	Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns.
	<b>Related Access Point(s)</b>
	PE.K.C.2.In.e Associate a dominant hand and foot with throwing or striking.
	PE.K.C.2.Su.e Associate a dominant hand or foot with throwing or striking.
PE.K.C.2.6	PE.K.C.2.Pa.e Recognize a hand or foot.
	Recite cues for a variety of movement patterns and skills.
	<b>Related Access Point(s)</b>
	PE.K.C.2.In.f Repeat cues for movement patterns or skills.
PE.K.C.2.7	PE.K.C.2.Su.f Repeat a cue for one movement pattern or skill.
	PE.K.C.2.Pa.f Associate a cue with a movement pattern or skill.
	Identify personal and general space.
	<b>Related Access Point(s)</b>
PE.K.C.2.8	PE.K.C.2.In.g Recognize personal and general space.
	PE.K.C.2.Su.g Recognize location in general space.
	PE.K.C.2.Pa.g Associate location with general space.
	Recognize movement concepts.
PE.K.C.2.8	<b>Related Access Point(s)</b>
	PE.K.C.2.In.h Recognize a movement concept, such as direction, pathway or level.
	PE.K.C.2.Pa.h Associate movement with a direction.
	PE.K.C.2.Su.h Recognize a directional movement, such as up, down, over or under.

**Strand: LIFETIME FITNESS**

Standard 3: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.K.L.3.1	Identify a moderate physical activity.
	<b>Related Access Point(s)</b>
	PE.K.L.3.In.a Recognize a moderate physical activity.
	PE.K.L.3.Su.a Recognize a moderate modified physical activity.
PE.K.L.3.2	PE.K.L.3.Pa.a Recognize a modified physical activity.
	Identify a vigorous physical activity.
	<b>Related Access Point(s)</b>
	PE.K.L.3.Pa.b Explore physical activities.

	PE.K.L.3.In.b Recognize a vigorous physical activity.
	PE.K.L.3.Su.b Recognize a physical activity.
PE.K.L.3.3	Identify opportunities for involvement in physical activities during the school day. <b>Related Access Point(s)</b>
	PE.K.L.3.Su.c Recognize opportunities for involvement in modified physical activities during the school day.
	PE.K.L.3.In.c Recognize opportunities for involvement in physical activities during the school day.
	PE.K.L.3.Pa.c Associate selected modified physical activities with experiences during the school day.
PE.K.L.3.4	Identify opportunities for involvement in physical activities after the school day. <b>Related Access Point(s)</b>
	PE.K.L.3.Pa.d Associate selected modified physical activities with experiences after the school day.
	PE.K.L.3.Su.d Recognize opportunities for involvement in modified physical activities after the school day.
	PE.K.L.3.In.d Recognize opportunities for involvement in physical activities after the school day.
PE.K.L.3.5	Describe physical-activity goal-setting. <b>Related Access Point(s)</b>
	PE.K.L.3.In.e Identify a physical-activity goal.
	PE.K.L.3.Su.e Recognize a physical-activity goal.
	PE.K.L.3.Pa.e Associate a goal with completion of a selected physical activity.
PE.K.L.3.6	Identify the benefits of participating in physical activity. <b>Related Access Point(s)</b>
	PE.K.L.3.Pa.f Associate physical activity with feeling well.
	PE.K.L.3.Su.f Recognize that participating in a physical activity is good for you.
	PE.K.L.3.In.f Recognize selected benefits of participating in physical activities.
PE.K.L.3.7	Verbally state the search used before crossing a roadway. <b>Related Access Point(s)</b>
	PE.K.L.3.Pa.g Perform a search using guided movements before crossing a road, such as look left, look right and look left again.
	PE.K.L.3.In.g Repeat the search used before crossing a road, such as look left, look right and look left again.
	PE.K.L.3.Su.g Repeat a model of the search with associated movements used before crossing a road, such as look left, look right and look left again.

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

BENCHMARK CODE	BENCHMARK
PE.K.L.4.1	Identify the location of muscles that help the body perform specific physical activities.

	<b>Related Access Point(s)</b>
	PE.K.L.4.In.a Recognize the location of muscles that help you move in physical activities.
	PE.K.L.4.Su.a Associate muscles with movement of the body in physical activities.
	PE.K.L.4.Pa.a Associate movement with physical activity.
PE.K.L.4.2	Identify that the heart beats faster during more intense physical activity.
	<b>Related Access Point(s)</b>
	PE.K.L.4.In.b Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.
	PE.K.L.4.Su.b Associate physical activity with increased heart rate or breathing.
	PE.K.L.4.Pa.b Associate physical activity with physical change.
PE.K.L.4.3	Identify activities that increase breathing and heart rate.
	<b>Related Access Point(s)</b>
	PE.K.L.4.In.c Identify a variety of activities that increase breathing and heart rate.
	PE.K.L.4.Su.c Identify selected activities that increase breathing and heart rate.
	PE.K.L.4.Pa.c Associate a physical activity with increased breathing and heart rate.
PE.K.L.4.4	Identify a physiological sign of participating in physical activity.
	<b>Related Access Point(s)</b>
	PE.K.L.4.In.d Recognize a physiological sign of participating in physical activity, such as an increased heart rate and faster breathing.
	PE.K.L.4.Su.d Associate physical activity with an increased heart rate or breathing.
	PE.K.L.4.Pa.d Associate physical activity with physical change.
PE.K.L.4.5	Identify a benefit of flexibility.
	<b>Related Access Point(s)</b>
	PE.K.L.4.In.e Recognize a benefit of flexibility.
	PE.K.L.4.Su.e Recognize a characteristic of flexibility.
	PE.K.L.4.Pa.e Associate flexibility with movement.
PE.K.L.4.6	Differentiate between healthy and unhealthy food choices.
	<b>Related Access Point(s)</b>
	PE.K.L.4.In.f Identify healthy and unhealthy food choices.
	PE.K.L.4.Su.f Recognize healthy and unhealthy food choices.
	PE.K.L.4.Pa.f Recognize a healthy food.

## Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

BENCHMARK CODE	BENCHMARK
PE.K.R.5.1	Identify ways to cooperate with a partner during physical activity.

	<b>Related Access Point(s)</b>
	PE.K.R.5.Pa.a Associate sharing with working with others.
	PE.K.R.5.Su.a Recognize sharing as a way to work with others.
	PE.K.R.5.In.a Identify sharing as a way to work with others.
PE.K.R.5.2	Use equipment safely and properly.
	<b>Related Access Point(s)</b>
	PE.K.R.5.Pa.b Associate the equipment with a physical activity.
	PE.K.R.5.Su.b Use the appropriate equipment for a physical activity.
	PE.K.R.5.In.b Use equipment for its intended purpose.
PE.K.R.5.3	Identify ways to treat others with respect during physical activity.
	<b>Related Access Point(s)</b>
	PE.K.R.5.Pa.c Recognize ways to show respect when others are present.
	PE.K.R.5.Su.c Recognize ways to show respect for others during selected physical activities.
	PE.K.R.5.In.c Recognize ways to show respect for others during physical activity.

Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
PE.K.R.6.1	Identify physical activities that are enjoyable.
	<b>Related Access Point(s)</b>
	PE.K.R.6.In.a Recognize physical activities that are enjoyable.
	PE.K.R.6.Su.a Recognize a physical activity that is enjoyable.
	PE.K.R.6.Pa.a Associate physical activity with enjoyment.
PE.K.R.6.2	Identify a benefit of willingly trying new movements and motor skills.
	<b>Related Access Point(s)</b>
	PE.K.R.6.In.b Recognize a benefit of willingly trying new motor movements.
	PE.K.R.6.Su.b Recognize a benefit of willingly trying selected new motor movements.
	PE.K.R.6.Pa.b Recognize motor movements.
PE.K.R.6.3	Identify the benefits of continuing to participate when not successful on the first try.
	<b>Related Access Point(s)</b>
	PE.K.R.6.In.c Recognize benefit of continuing to participate when not successful.
	PE.K.R.6.Su.c Recognize benefit of trying when not successful.
	PE.K.R.6.Pa.c Continue to attend when not successful.