

# K-2 HORIZONTAL TABLE OF STANDARDS

<b>STANDARD 1</b>	<b>Physical Activity Skills and Movement Patterns</b>
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Kindergarten	First	Second
<b>PE.1.1 Performs locomotor skills in a variety of environments.</b>		
<p>PE.K.1.1.a Hops, gallops, jogs, runs, walks, slides, skips, and leaps while maintaining balance. (E)</p> <p>PE.K.1.1.b Jumps vertically and lands with balance. (E)</p> <p>PE.K.1.1.c Jumps horizontally and lands with balance. (E)</p> <p>PE.K.1.1.d Exhibits a variety of locomotor skills in rhythmic activities led by teacher. (E)</p>	<p>PE.1.1.1.a Hops, gallops, side slides, and walks in a mature pattern. (M)</p> <p>PE.1.1.1.b Exhibits 2 of 5 critical elements for jumping horizontally using two-foot take-off and landing. (E)</p> <p>PE.1.1.1.c Exhibits 2 of 5 critical elements for jumping vertically using two-foot take-off and landing. (E)</p> <p>PE.1.1.1.d Demonstrates a variety of locomotor and non-locomotor skills in teacher-designed rhythmic activities. (E)</p>	<p>PE.2.1.1.a Applies hopping, galloping, and side sliding in a variety of activity environments. (A)</p> <p>PE.2.1.1.b Skips, runs, and jogs in mature patterns. (M)</p> <p>PE.2.1.1.c Exhibits 4 of 5 critical elements for jumping horizontally using a variety of two-foot and one-foot take-offs and landings. (E)</p> <p>PE.2.1.1.d Exhibits 4 of 5 critical elements for jumping vertically using a variety of two-foot and one-foot take-offs and landings. (E)</p> <p>PE.2.1.1.e Demonstrates locomotor and non-locomotor skills in teacher-designed or student-designed rhythmic activities. (E)</p>
<b>PE.1.2 Performs non-locomotor skills in a variety of environments.</b>		
<p>PE.K.1.2.a Maintains momentary stillness on different bases of support. (E)</p> <p>PE.K.1.2.b Forms wide, narrow, curled, and twisted body shapes. (E)</p> <p>PE.K.1.2.c Rolls sideways in a narrow body shape.(E)</p>	<p>PE.1.1.2.a Maintains stillness on different bases of support with different body shapes. (E)</p> <p>PE.1.1.2.b Transfers weight from one body part to another in self-space. (E)</p> <p>PE.1.1.2.c Rolls with either a narrow or curled</p>	<p>PE.2.1.2.a Balances on different bases of support, combining levels and shapes. (E)</p> <p>PE.2.1.2.b Transfers weight to different body parts/bases of support for balance and/or for travel. (E)</p> <p>PE.2.1.2.c Rolls in different directions with</p>

<p>PE.K.1.2.d Curls and stretches the body and/or parts of the body. (E)</p>	<p>body shape. (E)</p> <p>PE.1.1.2.d Curls, stretches, twists, and bends the body and/or parts of the body. (E)</p>	<p>either a narrow or curled body shape. (E)</p> <p>PE.2.1.2.d Differentiates among curling, stretching, twisting, and bending. (M)</p> <p>PE.2.1.2.e Combines balances and weight transfers into a 3-part sequence. (E)</p>
<p><b>PE.1.3 Performs manipulative skills in a variety of environments.</b></p>		
<p>PE.K.1.3.a Throws underhand with opposite foot forward. (E)</p> <p>PE.K.1.3.b Drops a ball and catches it before it bounces twice. (E)</p> <p>PE.K.1.3.c Dribbles a ball with one hand, attempting the second contact. (E)</p> <p>PE.K.1.3.d Pushes a ball using the inside of the foot, sending it forward. (E)</p> <p>PE.K.1.3.e Kicks a stationary ball from a stationary position, demonstrating 2 of 5 critical elements. (E)</p> <p>PE.K.1.3.f Volleys a lightweight object underhand, sending it upward. (E)</p> <p>PE.K.1.3.g Strikes a lightweight object with a short-handled implement. (E)</p> <p>PE.K.1.3.h Completes a single jump with self-turned rope. (E)</p> <p>PE.K.1.3.i Jumps a long rope with teacher-assisted turning. (E)</p>	<p>PE.1.1.3.a Throws underhand, demonstrating 2 of 5 critical elements. (E)</p> <p>PE.1.1.3.b Throws overhand with opposite foot forward. (E)</p> <p>PE.1.1.3.c Catches various sizes of objects self-tossed or tossed by an accurate thrower. (E)</p> <p>PE.1.1.3.d Dribbles continuously in self-space using the preferred hand. (E)</p> <p>PE.1.1.3.e Pushes or dribbles a ball using the inside of the foot while walking in general space. (E)</p> <p>PE.1.1.3.f Approaches a stationary ball and kicks it forward, demonstrating 2 of 5 critical elements. (E)</p> <p>PE.1.1.3.g Volleys an object underhand with an open palm, sending it upward. (E)</p> <p>PE.1.1.3.h Volleys a lightweight object overhead sending it upward over the head. (E)</p> <p>PE.1.1.3.i Strikes an object with a short-handled implement, sending it upward.</p>	<p>PE.2.1.3.a Throws underhand using a mature pattern. (M)</p> <p>PE.2.1.3.b Throws overhand demonstrating 2 of 5 critical elements. (E)</p> <p>PE.2.1.3.c Passes with hands to a stationary partner. (E)</p> <p>PE.2.1.3.d Catches a self-tossed or well-thrown large ball with hands using 2 of 5 critical elements. (E)</p> <p>PE.2.1.3.e Dribbles continuously in self space with preferred hand, demonstrating 3 of 5 critical elements. (M)</p> <p>PE.2.1.3.f Dribbles using preferred hand while walking in general space. (E)</p> <p>PE.2.1.3.g Dribbles with feet in general space with control of ball and body. (E)</p> <p>PE.2.1.3.h Uses a continuous running approach and kicks a moving ball, demonstrating 3 of 5 critical elements. (E)</p> <p>PE.2.1.3.i Volleys an object underhand sending it upward with consecutive hits using</p>

	<p>(E)</p> <p>PE.1.1.3.j Strikes a ball with a bat off a tee or cone. (E)</p> <p>PE.1.1.3.k Jumps consecutively forward and backward using a self-turned rope with a mature pattern. (E)</p> <p>PE.1.1.3.l Jumps a long rope 3 times consecutively with teacher-assisted turning. (E)</p>	<p>3 of 5 critical elements. (E)</p> <p>PE.2.1.3.j Volleys a lightweight object overhead sending it upward with consecutive hits. (E)</p> <p>PE.2.1.3.k Strikes an object with a short-handled implement upward, using consecutive hits. (E)</p> <p>PE.2.1.3.l Strikes a ball with a bat off a tee or cone using correct grip and proper body orientation. (E)</p> <p>PE.2.1.3.m Jumps consecutively forward and backward using a self-turned rope with a mature pattern. (M)</p> <p>PE.2.1.3.n Jumps a long rope 5 times consecutively with student turners. (E)</p>
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**STANDARD 2      Movement Concepts, Strategies, and Tactics**

Kindergarten	First	Second
<b>PE.2.1 Demonstrates knowledge of movement concepts in a variety of environments.</b>		
<p>PE.K.2.1.a Differentiates between movement in self space and general space. (E)</p> <p>PE.K.2.1.b Moves to a rhythm in self space. (E)</p> <p>PE.K.2.1.c Travels in straight, curved, and zig zag pathways. (E)</p> <p>PE.K.2.1.d Travels at different speeds in general space. (E)</p>	<p>PE.1.2.1.a Moves in self-space and general space in response to a designated rhythm. (E)</p> <p>PE.1.2.1.b Travels at low, middle, and high levels. (E)</p> <p>PE.1.2.1.c Travels over, under, around, and through a variety of objects. (E)</p> <p>PE.1.2.1.d Differentiates between fast and slow speeds. (E)</p> <p>PE.1.2.1.e Differentiates between strong and light forces. (E)</p> <p>PE.1.2.1.f Moves in various directions (forward, backward, sideways) while traveling in general space. (E)</p>	<p>PE.2.2.1.a Combines locomotor skills in general space to a rhythm. (E)</p> <p>PE.2.2.1.b Combines shapes (e.g., narrow, wide, twisted, curved, asymmetrical and symmetrical) levels and pathways into simple travel, rhythmic, and tumbling sequences. (E)</p> <p>PE.2.2.1.c Varies speed and force with gradual increases and decreases. (E)</p>

**STANDARD 3 Health-Related Physical Activity and Fitness**

Kindergarten	First	Second
<b>PE.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.</b>		
PE.K.3.1.a Identifies active play opportunities outside of physical education class. (E)	PE.1.3.1.a Discusses the benefits of being physically active in structured (e.g., physical education class) or unstructured (e.g., recess) situations. (E)	PE.2.3.1.a Describes different opportunities outside of physical education class (e.g., recess, before and after school, at home, in the community, with friends, with family) to use large-motor and/or manipulative physical activities. (E)
<b>PE.3.2 Engages in physical activity.</b>		
PE.K.3.2.a Participates in physical activity in physical education class. (E)	PE.1.3.2.a Engages in physical activity in physical education class. (E)	PE.2.3.2.a Engages in physical activity in physical education class in response to instruction and practice. (E)
<b>PE.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.</b>		
PE.K.3.3.a Recognizes that moving fast increases heart rate and breathing. (E)	PE.1.3.3.a Identifies the heart as a muscle that grows stronger with exercise, active play, and physical activity. (E)	PE.2.3.3.a Recognizes the use of own body weight as resistance (e.g., plank, animal walks) for developing strength. (E)  PE.2.3.3.b States the purpose of a warm-up and cool-down led by the teacher. (E)
<b>PE.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.</b>		
PE.K.3.4.a Recognizes that food provides energy for physical activity. (E)	PE.1.3.4.a Differentiates between healthy and unhealthy foods. (E)	PE.2.3.4.a Recognizes the impact of nutrition on physical activity. (E)

**STANDARD 4 Responsible Behavior**

Kindergarten	First	Second
<b>PE.4.1 Exhibits personal responsibility in physical activity settings.</b>		
PE.K.4.1.a Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (E)  PE.K.4.1.b Acknowledges responsibility for behavior when prompted. (E)	PE.1.4.1.a Uses equipment and space appropriately. (E)  PE.1.4.1.b Follows the rules and procedures of the learning environment. (E)	PE.2.4.1.a Practices skills with minimal teacher prompting. (E)  PE.2.4.1.b Accepts responsibility for class expectations with behavior and performance. (E)
<b>PE.4.2 Accepts and responds to specific corrective feedback from teacher and peers.</b>		
PE.K.4.2.a Follows instructions when prompted. (E)	PE.1.4.2.a Responds appropriately to positive feedback from the teacher. (M)	PE.2.4.2.a Accepts positive corrective feedback from the teacher. (M)
<b>PE.4.3 Exhibits responsible social behavior when working with others.</b>		
PE.K.4.3.a Shares equipment and space with others. (E)	PE.1.4.3.a Works with others in a variety of class environments (e.g., small and large groups). (E)	PE.2.4.3.a Works with a partner with minimal teacher prompting. (E)
<b>PE.4.4 Follows rules and demonstrates proper etiquette.</b>		
PE.K.4.4.a Recognizes protocol for class activities. (E)	PE.1.4.4.a Displays the established protocol for class activities. (E)	PE.2.4.4.a Recognizes the importance of rules and etiquette in teacher-designed physical activities. (E)
<b>PE.4.5 Participates safely in physical activities.</b>		
PE.K.4.5.a Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (E)	PE.1.4.5.a Follows teacher directions for safe participation and proper use of equipment without reminders. (E)	PE.2.4.5.a Works independently and safely with or without equipment. (E)

**STANDARD 5 Physical Activity Benefits**

Kindergarten	First	Second
<b>PE.5.1 Recognizes the benefits of physical activity for health.</b>		
PE.K.5.1.a Recognizes that physical activity is important for good health. (E)	PE.1.5.1.a Identifies physical activity as a component of good health. (E)	PE.2.5.1.a Recognizes the relationship between physical activity and good health. (E)
<b>PE.5.2 Recognizes the benefits of physical activity for challenge.</b>		
PE.K.5.2.a Acknowledges that some physical activities are difficult/challenging. (E)	PE.1.5.2.a Accepts that challenge in physical activities can lead to success. (E)	PE.5.4.2.a Compares different physical activities that brings challenge and promotes confidence. (E)
<b>PE.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.</b>		
PE.K.5.3.a Identifies physical activities that are enjoyable. (E)  PE.K.5.3.b Discusses the enjoyment of playing with friends. (E)	PE.1.5.3.a Describes positive feelings that result from participating in physical activities. (E)  PE.1.5.3.b Discusses personal reasons for enjoying physical activities. (E)	PE.2.5.3.a Identifies physical activities that provide self-expression. (E)