

K-5 PHYSICAL EDUCATION Standards/Benchmarks/Grade Level Expectations (GLE)

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| Standard 1: Uses a variety of basic and advanced movement forms | |
| Interval Benchmark 1: Uses a variety of basic locomotor movements (e.g., running, skipping, hopping, sliding) (Grades K-2) | Interval Benchmark 1: Uses mature form in object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, pass) (Grades 3-5) |
| Interval Benchmark 2: Uses a variety of basic non-locomotor skills (e.g., bending, twisting, stretching, turning, lifting) (Grades K-2) | Interval Benchmark 2: Uses basic sport-specific skills for a variety of physical activities (e.g., basketball chest pass, soccer dribble) (Grades 3-5) |
| Interval Benchmark 3: Uses a variety of basic object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike) (Grades K-2) | Interval Benchmark 3: Uses mature form and appropriate sequence in combinations of fundamental locomotor, object control, and rhythmical skills that are components of selected modified games, sports, and dances (e.g., combining steps to perform certain dances; combining running, stopping, throwing, shooting, kicking for sideline soccer) (Grades 3-5) |
| Interval Benchmark 4: Uses simple combinations of fundamental movement skills (e.g., locomotor, non-locomotor, object control, body control, and rhythmical skills) (Grades K-2) | Interval Benchmark 4: Uses mature form in balance activities on a variety of apparatuses (e.g., skates) (Grades 3-5) |
| Interval Benchmark 5: Uses control in weight-bearing activities on a variety of body parts (e.g., jumping and landing using combinations of one and two foot take-offs and landings) (Grades K-2) | Interval Benchmark 5: Uses beginning strategies for net and invasion games (e.g., keeping object going with partner using striking pattern, hand and foot dribble while preventing an opponent from stealing the ball in basketball) (Grades 3-5) |
| Interval Benchmark 6: Uses control in balance activities on a variety of body parts (e.g., one foot, one hand and one foot, hands and knees, headstands) (Grades K-2) | |
| Interval Benchmark 7: Uses control in travel activities on a variety of body parts (e.g., travels in backward direction and changes direction quickly and safely, without falling; changes speeds and directions in response to various rhythms; combines traveling patterns to music) (Grades K-2) | |
| Interval Benchmark 8: Uses smooth transitions between sequential motor skills (e.g., running into a jump) (Grades K-2) | |
| Interval Benchmark 9: Uses locomotor skills in rhythmical patterns (e.g., even, uneven, fast, and slow) (Grades K-2) | |

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| Standard 2: Uses movement concepts and principles in the development of motor skills | |
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| Interval Benchmark 1: Understands a vocabulary of basic movement concepts (e.g., personal space, high/low levels, fast/slow speeds, balance, twist) (Grades K-2) | Interval Benchmark 1: Uses information from a variety of internal and external sources to improve performance (e.g., self-assessment, peer and coach review) (Grades 3-5) |
| Interval Benchmark 2: Understands terms that describe a variety of relationships with objects (e.g., over/under, behind, alongside, through) (Grades K-2) | Interval Benchmark 2: Understands principles of practice and conditioning that improve performance (Grades 3-5) |
| Interval Benchmark 3: Uses concepts of space awareness and movement control with a variety of basic skills (e.g., running, hopping, skipping) while interacting with others (Grades K-2) | Interval Benchmark 3: Understands proper warm-up and cool-down techniques and reasons for using them (Grades 3-5) |
| Interval Benchmark 4: Understands the critical elements of a variety of basic movement patterns such as throwing (e.g., the ready position, arm preparation, step with leg opposite the throwing arm, follow-through, accuracy of throw) (Grades K-2) | Interval Benchmark 4: Uses basic offensive and defensive strategies in unstructured game environments (e.g., limited rules, modified equipment, small numbers of participants) (Grades 3-5) |
| Interval Benchmark 5: Uses feedback to improve performance (e.g., peer/coach review) (Grades K-2) | |
| Interval Benchmark 6: Understands the importance of practice in learning skills (Grades K-2) | |

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| Standard 3: Understands the benefits and costs associated with participation in physical activity | |
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| Interval Benchmark 1: Understands the health benefits of physical activity (e.g., good health, physical endurance) (Grades K-2) | Interval Benchmark 1: Knows about opportunities for participation in physical activities both in and out of school (e.g., recreational leagues, intramural sports, clubs) (Grades 3-5) |
| | Interval Benchmark 2: Chooses physical activities based on a variety of factors (e.g., personal interests and capabilities, perceived social and physical benefits, challenge and enjoyment) |
| | Interval Benchmark 3: Knows factors that inhibit physical activity (e.g., substance abuse) (Grades 3-5) |
| | Interval Benchmark 4: Knows how to modify activities to be more health-enhancing (e.g., walking instead of riding, taking the stairs rather than the elevator) (Grades 3-5) |
| | Interval Benchmark 4: Understands detrimental effects of physical activity (e.g., muscle soreness, overuse injuries, over-training, temporary tiredness, and discovering inability) (Grades 3-5) |
| | Interval Benchmark 5: Understands activities that provide personal challenge (e.g., risk-taking, adventure, and competitive activities) (Grades 3-5) |

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| Standard 4: Understands how to monitor and maintain a health-enhancing level of physical fitness | |
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| Interval Benchmark 1: Engages in basic activities that cause cardio respiratory exertion (e.g., running, galloping, skipping, hopping) (Grades K-2) | Interval Benchmark 1: Engages in activities that develop and maintain cardio respiratory endurance (e.g., timed or distance walk/run and other endurance activities at a specified heart rate) (Grades 3-5) |
| Interval Benchmark 2: Knows how to measure cardio respiratory fitness (e.g., listening to heartbeat, counting pulse rate) (Grades K-2) | Interval Benchmark 2: Engages in activities that develop and maintain muscular strength (e.g., push-ups, pull-ups, curl-ups, isometric strength activities, jump rope) (Grades 3-5) |
| Interval Benchmark 3: Knows the physiological indicators (e.g., perspiration, increased heart and breathing rate) that accompany moderate to vigorous physical activity (Grades K-2) | Interval Benchmark 3: Engages in activities that develop and maintain flexibility of the major joints (e.g., sit and reach, trunk twists, and arm-shoulder stretches) (Grades 3-5) |
| Interval Benchmark 4: Engages in activities that develop muscular strength and endurance (e.g., climbing, hanging, taking weight on hands) (Grades K-2) | Interval Benchmark 4: Knows the effects of physical activity on body composition (Grades 3-5) |
| Interval Benchmark 5: Engages in activities that require flexibility (e.g., stretching toward the toes while in the sit-and-reach position, moving each joint through its full range of motion) (Grades K-2) | Interval Benchmark 5: Knows how to monitor intensity of exercise (e.g., heart rate, breathing rate, perceived exertion, and recovery rate) (Grades 3-5) |
| Interval Benchmark 6: Knows how body composition influences physical fitness levels (Grades K-2) | Interval Benchmark 6: Meets health-related fitness standards for appropriate level of a standardized physical fitness test (e.g., aerobic capacity, muscle strength, endurance, and flexibility) (Grades 3-5) |
| Interval Benchmark 7: Knows similarities and differences in body height, weight, and shape (Grades K-2) | Interval Benchmark 7: Knows the characteristics of a healthy lifestyle (e.g., daily health-enhancing physical activity, proper nutrition) (Grades 3-5) |
| | Interval Benchmark 8: Uses information from fitness assessments to improve selected fitness components (e.g., cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) (Grades 3-5) |
| | Interval Benchmark 9: Participates in moderate to vigorous physical activity in a variety of settings (e.g., gymnastics clubs, community sponsored youth sports) (Grades 3-5) |

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| Standard 5: Understands the social and personal responsibility associated with participation in physical activity | |
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| Interval Benchmark 1: Follows rules and procedures (e.g., playground, classroom, and gymnasium rules) with reinforcement (Grades K-2) | Interval Benchmark 1: Knows how to develop rules, procedures, and etiquette that are safe and effective for specific activity situations (Grades 3-5) |
| Interval Benchmark 2: Uses equipment and space safely and properly (e.g., takes turns using equipment, puts equipment away when not in use) (Grades K-2) | Interval Benchmark 2: Works in a group to accomplish a set goal in both cooperative and competitive activities (Grades 3-5) |
| Interval Benchmark 3: Understands the purpose of rules in games (Grades K-2) | Interval Benchmark 3: Understands the role of physical activities in learning more about others of like and different backgrounds (e.g., gender, culture, ethnicity, and disability) (Grades 3-5) |
| Interval Benchmark 4: Understands the purpose of rules in games (Grades K-2) | Interval Benchmark 4: Understands the physical challenges faced by people with disabilities (e.g., wheelchair basketball, dancing with a hearing disability) (Grades 3-5) |
| Interval Benchmark 5: Understands the social contributions of physical activity (e.g., learning to cooperate and interact with others, having a role in team sports) (Grades K-2) | |
| Interval Benchmark 6: Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task (Grades K-2) | |
| Interval Benchmark 7: Understands the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration) (Grades K-2) | |
| Interval Benchmark 8: Understands the importance of playing, cooperating, and respecting others regardless of personal differences (e.g., gender, ethnicity, disability) during physical activity (Grades K-2) | |