

A-I-M Curriculum
Physical Education
K-12 Standards, Benchmarks, Indicators
Fall/Winter 2003-2004

Standards:

1. Uses a variety of basic and advanced movement forms in the development of motor skills
2. Applies movement concepts and principles in the learning and development of motor skills
3. Understands the benefits and costs associated with participation in physical activity
4. Understands how to monitor and maintain a health-enhancing level of physical fitness
5. Understands the social and personal responsibility associated with regular participation in physical and recreational activities

These standards are adopted and adapted from the 1995 National Standards for Physical Education developed by the National Association for Sport and Physical Education.

2ND, 3RD, AND 4TH GRADE PHYSICAL EDUCATION

2-4.1 Uses a variety of basic and advanced movement forms in the development of motor skills (MCNS, CE, HOTS, GE, CS, LS, T)

2-4.1.1 Demonstrates mature form in loco-motor skills (MCNS, CS, LS)

2-4.1.1.A Demonstrates skipping, galloping, hopping, jumping, running

2-4.1.2 Engages in mature motor patterns in simple combinations (MCNS, HOTS, LS, CS, GE)

2-4.1.2.A Engages in dribbling while running

2-4.1.2.B Combines running and jumping

2-4.1.2.C Combines running and dodging

2-4.1.2.D Demonstrates body control in traveling activities

2-4.1.2.E Combines 2 travel patterns consecutively to music

2-4.1.2.F Demonstrates skills of chasing, fleeing and dodging to avoid others

2-4.1.3 Demonstrates understanding of different team games (MCNS, HOTS, CE, CS, LS, GE)

2-4.1.3.A Knows the rules to games

2-4.1.3.B Begins to develop sport specific skills

2-4.1.3.C Understands teamwork

2-4.1.4 Improves skills in object control (MCNS, CE, T, HOTS, LS, CS)

- 2-4.1.4.A Demonstrates underhand and overhand throw at target with dominate hand
- 2-4.1.4.B Demonstrates catching and throwing with accuracy and consistency
- 2-4.1.4.C Practices dribbling, hand and foot
- 2-4.1.4.D Demonstrates kicking into target
- 2-4.1.4.E Shows batting and striking with appropriate grip and side to target
- 2-4.1.4.F Can jump short rope forward and backward 25 times

2-4.1.5 *Uses beginning strategies for net and invasion games (MCNS, CE, HOTS, LS, GE, CS)*

- 2-4.1.5.A Understands soccer, basketball, dodge ball, mat ball, diamond games, volleyball rules and strategies

2-4.2 Applies movement concepts and principles in the development of motor skills (MCNS, CE, HOTS, CS, LS, T)

2-4.2.1 *Uses information from a variety of internal and external sources to improve skills ((MCNS, HOTS, CS, LS)*

- 2-4.2.1.A Learns through peer and coach review
- 2-4.2.1.B Uses self-assessment and self-application
- 2-4.2.1.C Uses feedback to improve
- 2-4.2.1.D Shows a definite intent to use information given to them to improve performance

2-4.2.2 *Begins to understand principles of practice and conditioning that improve performance (MCNS, T, CS, LS)*

- 2-4.2.2.A Repeats basic sport skills to improve
- 2-4.2.2.B Improves in jump rope, tinkling and juggling
- 2-4.2.2.C Demonstrates striking various objects
- 2-4.2.2.D Identifies characteristics of a good thrower

2-4.2.3 *Uses basic offensive and defensive strategies in game environments (MCNS, CE, HOTS, LS, CS)*

- 2-4.2.3.A Identifies similar rules of games
- 2-4.2.3.B Uses modified equipment for age appropriateness
- 2-4.2.3.C Adjusts to games with small or large number of participants

2-4.3 Understands the benefits and costs associated with participation in physical activity (MCNS, HOTS, T, LS, CS)

2-4.3.1 *Realizes physical endurance requires practice and repetition (MCNS, T, LS)*

- 2-4.3.1.A Performs 10 minute run
- 2-4.3.1.B Completes fitness testing

2-4.3.2 *Knows about opportunities for participation both in and out of school*

- (MCNS, LS, CS)
- 2-4.3.2.A Is aware of flag football, basketball, softball, baseball, soccer opportunities
- 2-4.3.3 *Knows factors that inhibit physical activity (MCNS, HOTS, T, LS, CS)*
- 2-4.3.3.A Understands effects of substance abuse on performance
- 2-4.3.3.B Knows about injuries and performance
- 2-4.3.3.C Shows personal interest and enjoyment in games
- 2-4.3.4 *Accepts challenge as part of improvement (MCNS, HOTS, LS, CS)*
- 2-4.3.4.A Understands it's OK to take a chance
- 2-4.3.4.B Realizes competition makes us better
- 2-4.4 Understands how to monitor and maintain a health-enhancing level of physical fitness (MCNS, CE, HOTS, T, CS, LS)**
- 2-4.4.1 *Engages in activities that develop and maintain cardio respiratory endurance (MCNS, CS, LS)*
- 2-4.4.1.A Completes timed run 3-5-7-10 minute runs
- 2-4.4.1.B Distinguishes between aerobic and anaerobic exercise
- 2-4.4.2 *Engages in activities that develop and maintain muscular strength (MCNS, HOTS, LS, CS)*
- 2-4.4.2.A Performs push-ups, pull-ups, sit ups, jump rope and rope climb (if available)
- 2-4.4.3 *Engages in activities that develop flexibility (MCNS, LS, CS)*
- 2-4.4.3.A Follows stretching routine in class
- 2-4.4.3.B Shares stretching with classmates
- 2-4.4.4 *Uses information from fitness assessments to improve selected fitness components (MCNS, T, CE)*
- 2-4.4.4.A Compares fitness records from previous years (local variations)
- 2-4.5 Understands the social and personal responsibility associated with participation physical and recreational activity (MCNS, CE, HOTS, LS, CS)**
- 2-4.5.1 *Works in a group to accomplish a set goal in both cooperative and competitive activities (MCNS, CE, HOTS, LS, CS)*
- 2-4.5.1.A Completes station work with classmates
- 2-4.5.1.B Solves problems in class situations
- 2-4.5.1.C Understands how one responds to the behavior of others and how one's behavior may evoke responses in others
- 2-4.5.1.D Begins to work with others for a common goal
- 2-4.5.1.E Understands why sportsmanship is a key component
- 2-4.5.2 *Understands that different people have different interests in physical activities (MCNS, CE, HOTS, LS, CS)*
- 2-4.5.2.A Can list different activities and skills that people like/dislike

- 2-4.5.2.B Shows tolerance of those more/less talented than oneself
- 2-4.5.2.C Understands different backgrounds that influence interest
- 2-4.5.2.D Uses compliments and encouragement instead of put-downs