

## Crabapple Crossing Elementary School

**Philosophy:** Physical Education is an integral part of the total education of every child from kindergarten through grade 12. Therefore, every student should have the opportunity to participate in a quality physical education program. It is the role of quality physical education programs to help students develop health-related fitness, physical competence in movement activities, cognitive understanding, and positive attitudes toward physical activity so that they can adopt healthy and physically active lifestyles. Quality programs are also important because they provide learning experiences that meet a student's developmental needs, which in turn helps to improve the mental alertness, academic performance, readiness, and enthusiasm for learning.

### **Standard 1: Demonstrates competency in motor skills and patterns needed to perform a variety of activities.**

**Kindergarten** - Locomotor movement patterns (e.g. hop, jump, leap) and demonstrates mature patterns when walking and running. A variety of movement skills to use nonlocomotor skills (e.g. bend, twist, turn) while moving and stationary. Weight transfer and balance activities are important in learning to move in relation to others while moving through personal and general space.

**First Grade** - Low level of challenge when performing locomotor skills (e.g. dance, game, or combination with non-locomotor skills) demonstrating mature form in the hop, jump, and leap. When moving through personal and general space, demonstrates the ability to move in a variety of pathways, in different directions, and at different levels. Several nonlocomotor skills are done in a sequence or in conjunction with locomotor or manipulative skills. Demonstrates ability to direct manipulative objects toward an intended target.

**Second Grade** - Mature form in skipping, sliding and galloping when moving through personal and general space. Ability to change directions on teacher command or adapt movement in relation to a partner is expected. Combine non-locomotor movements with manipulative and locomotor patterns in a variety of games and dances. Ability to demonstrate momentary body control during balance and weight transfer is evident. Demonstrates mastery of underhand throwing patterns when performing manipulative skills. Ability to catch an object at a medium level of trajectory is demonstrated in a closed environment (not during game play). Underhand striking skills are being performed but are not at a mature level.

**Third Grade** - Mature form in all locomotor and non-locomotor movement patterns while participating in small-sided games, body control (e.g. gymnastics, inline skating and rhythmic activities (e.g. structured dance, jump rope, creative dance). Ability to perform variations of different locomotor skills (e.g. jumping for height and distance; skipping at different speeds). By the end of third grade, students will be able to demonstrate all striking and throwing patterns. Students can catch a moving object from a high trajectory in nongame play environments and are able to catch objects at a medium level trajectory during game play.

### **Standard 1 (continued)**

**Fourth Grade** - Ability to combine skills in dynamic and complex situations, demonstrating sequences commonly associated with various sports and activities (e.g. moving to a ball, trapping, dribbling, and then passing it; forward roll, scale (balance), travel and then do a cartwheel). Overhead throwing and striking patterns are mastered and ability to catch or handle objects from and trajectory (low, medium, or high) in simple situations. Ability to move in tempo to slow and fast rhythms.

**Fifth Grade** - Move through space using any movement pattern in combination with any non-motor skill in complex environments. Movement patterns are demonstrated with consistency and with good form. Some specialized skills, like those associated with sports are refined & used in game play. Ability to hit targets when performing manipulative skills. Ability to combine movement in meaningful ways, creating movement sequences that are smooth and fluid & done to several different rhythmic patterns.

### **Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

**Kindergarten** - Students develop movement vocabulary and use terms appropriately. Students use movement and manipulative skill concepts when applicable.

**First Grade** - Students continue to use movement and manipulative skill concepts while expanding and applying skills to their base knowledge.

**Second Grade** - Students apply multiple movement concepts while using manipulatives.

**Third Grade** - Students use performance feedback to increase their cognitive understanding of a skill as well as improve performance.

**Fourth Grade** - Students begin to apply basic concepts of movement to improve their individual performance. They can identify elements of form or motor development principles to improve performance of others.

**Fifth Grade** - Students will perform complex motor skills and be able to transfer concepts learned in other skills/games for performance of the new skill/game. They self-analyze their own skills as well as their classmates and discuss methods for improving performance.

### **Standard 3: Participates regularly in physical activity.**

**Kindergarten** - Students participate in physical activity largely because of the pleasure they experience. They engage primarily in non-structured physical activities on an intermittent basis in and out of physical education class.

### **Standard 3 (continued)**

**First Grade** - Students continue to participate in physical activity due to the pleasure they experience. Students begin to utilize the skills and knowledge acquired in physical education class during their leisure time physical activity and while learning new activities outside physical education class.

**Second Grade** - During their leisure time, students purposely select and participate in activities that are moderate to vigorous in nature. They recognize that participation in enjoyable physical activities has both temporary and lasting effects on their body.

**Third Grade** - Student will be able to demonstrate the importance of regular physical activity for enjoyment and health.

**Fourth Grade** - Students are actively involved in activities that provide opportunities to interact with others in an active environment.

**Fifth Grade** - Students will be able to use information from a variety of sources to regulate their activity behavior.

### **Standard 4: Achieves and maintains a health enhancing level of physical fitness.**

**Kindergarten** - Students will engage in physical activity for short periods of time for the pleasure experienced from simply moving. They can identify basic physiological signs associated with participation in physical activity.

**First Grade** - Students engage in physical activities for short periods of time. They can identify basic physiological signs associated with participation in moderate to vigorous physical activity.

**Second Grade** - Students participate in physical activity intermittently. They possess basic knowledge of components of health related fitness (cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility).

**Third Grade** - Students begin to participate in physical activity specifically related to each component of physical fitness and are able to identify which components are impacted by the various activities (cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility).

**Fourth Grade** - Students participate in moderate to vigorous activities in a variety of settings. They learn how to adjust their activity based on physiological indicators. Students should begin to participate in criterion-referenced fitness assessments and are able to identify the health related component that each assesses (cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility).

#### **Standard 4 (continued)**

**Fifth Grade** - Under the direction of the teacher, students will identify personal strengths and weaknesses as determined by the results of the fitness assessments. Using this information, students will be able to choose activities that will contribute in their fitness levels.

#### **Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity.**

**Kindergarten** - Students recognize and follow rules, directions, and safety procedures while participating in physical activity and work cooperatively and respectfully with others, regardless of personal differences.

**First Grade** - Students continue to recognize rules, directions, and safety procedures. Their ability to work cooperatively and respectfully with others, regardless of personal differences, begins to be a self-initiated process.

**Second Grade** - Students can work cooperatively, productively, and safely with partners or in small groups to complete tasks. Students begin to take responsibility for their actions.

**Third Grade** - Students continue to demonstrate an understanding of rules, directions, and safety procedures and work cooperatively and respectfully with others, regardless of personal differences. Students take responsibility for their actions and to begin to show understanding of how their actions can affect the success of the group.

**Fourth Grade** - Students continue to develop cooperative skills and an awareness of individual differences. Students begin to develop strategies to resolve conflicts that may arise. Periods of independent, self-guided activities are progressively increasing in duration.

**Fifth Grade** - Students begin to show competence in working cooperatively. They demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies.

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

**Kindergarten** - Students exhibit both verbal and non-verbal indicators of enjoyment, challenge, self-expression, and/or social interaction.

**First Grade** - Students will identify personal enjoyment in physical activity and can describe their favorite activities. Students find pleasure in the experience of meeting challenges and learning new skills.

**Second Grade** - Students will illustrate and experience personal enjoyment in physical activity. They find pleasure in becoming competent at new and challenging skills.

**Standard 6 (continued)**

**Third Grade** - Students will be able to recognize physical activity as a positive opportunity for group and social interactions.

**Fourth Grade** - Students will be able to display the enjoyment of activity as it is related to skill mastery. Further, they will demonstrate the ability to participate in a variety of activities.

**Fifth Grade** - Students will identify those activities they enjoy, as well as participate with classmates that have similar and different physical activity interests.

**GEORGIA PERFORMANCE  
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