Grades K-2 Elementary Physical Education Standards

Standard 1 — Develops a variety of motor skills.

Rationale: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

LOCOMOTOR - Indicators

1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.	1.2.1.a Horizontal jump	1.2.1.b Galloping	1.2.1.c Sliding Sideways
1.2.1.d Hopping	1.2.1.e Skipping	1.2.1.f Leaping	1.2.2 Demonstrates jumping and landing in a non-dynamic environment.
1.2.3 Demonstrates transferring weight on multiple body parts.	1.2.2a Jumps off a low object onto the floor	1.2.2b Does not consistently take off of both feet and land on both feet. Little arm action, knee flexion and extension.	

- The Locomotor indicators table at the top has 1.2.2 progression text mixed into it.
- In 1.2.1b galloping, the second and third bullets seem to have merged lines ("limited arm swing and no flight phase; moderate arm action and flight phase").
- 1.2.14 (long-handled striking) repeats its "off of a tee" bullet, and 4.2.3 repeats "Describes ways movement positively affects personal health."
- In 1.2.1f leaping, the last bullet is split into two.

In the 3–5 file, the indicator table lists "4.2.6 Sets observable short-term goals" where 4.5.6 (long-term goals) should be. None of these are big problems, but they're worth fixing since this file will be a reference for the team.

One thing stands out in the progressions: they're sequenced but not labeled by grade. Someone has to decide where kindergarten ends and 1st grade begins for each indicator. Your old grade-level guides can help with that. For example, the old kindergarten kicking outcome (stationary ball, stationary position) matches the first progression bullet for 1.2.10, and 2nd grade's running approach lines up with the later bullets.

LOCOMOTOR - Indicators and Progressions

1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.

1.2.1a Horizontal jump

- Demonstrates jumping horizontally across space. Inconsistent push-off and landing from both feet, limited knee flexion, and no arm swing.
    - Demonstrates jumping horizontally across space achieving small to moderate distance.
    - Exhibits some knee flexion and arm swing from back to front to generate force and achieve a flight phase.
        - Demonstrates jumping horizontally across space achieving greater distance.

1.2.1b Galloping

- Gallops consecutively forward but back foot passes beyond heel of lead foot; limited arm swing and no flight phase.
    - Gallops consecutively forward but back foot trails lead foot; limited arm swing and no flight phase; moderate arm action and flight phase.
        - Gallops consecutively forward but back foot trails lead foot; limited arm swing and no flight phase; full arm swing and flight phase.
            - Gallops along varied pathways.
                - Gallops in general space in response to designated beats/rhythms.

1.2.1c Sliding sideways

- Leads sliding action with side, but during slide stomach leads action; limited flight phase during main action.
    - Leads sliding action with side; arms stay extended out to side; moderate flight phase created by step-together-step action.
        - Leads sliding action with side; arms stay extended out to side; complete flight phase created by step-together-step action.
            - Can slide leading with right side and then turn and perform with left side leading the slide; complete flight phase.
                - Can slide to an external beat through general space.

1.2.1d Hopping

- Performs 1 hop; limited arm and non-hopping leg action.
    - Performs 3 consecutive hops; limited arm and non-hopping leg action.
        - Performs 3 consecutive hops with moderate arm and non-hopping leg.
            - Performs consecutive hops along varied pathways
                - Performs consecutive hops to an external beat.

1.2.1e Skipping

- Performs skipping forward; arms do not alternate; knees not waist high.
    - Performs skipping forward with limited alternating arm action; knees waist high.
        - Performs skipping forward along varied pathways with full range of motion.
            - Performs skipping forward to an external beat.
                - Performs skipping and turning forward through general space.

1.2.1f Leaping

- Demonstrates transferring weight from one foot to the opposite foot over a low lying object placed on the floor. Legs are not straight and there is little flight phase. Leap resembles a running step.
    - Demonstrates a brief run and transfer of weight from one foot to the opposite foot over a low lying object placed on the floor. There is a greater flight phase and more distance is achieved during the leap. Legs are not straight.
        - Demonstrates a run and transfer of weight from one foot to the opposite foot over a low lying object placed on the floor.
        - There is a greater flight phase and more distance is achieved during the leap. Legs are almost straight during the flight phase.

1.2.2 Demonstrates jumping and landing in a non-dynamic environment.

- Jumps off a low object onto the floor.
- Does not consistently take off of both feet and land on both feet. Little arm action, knee flexion and extension.
    - Jumps off a low object onto the floor consistently taking off two feet and landing on two feet. Little arm action, knee flexion.
        - Jumps off a low object onto the floor consistently taking off two feet and landing on two feet. Arms swing from back to front and there is some knee flexion and extension to produce force.
            - Jumps over a low object (rope on floor, polyspot, foam noodle) onto the floor consistently taking off two feet and landing on two feet. Arms swing from back to front and there is some knee flexion and extension to produce force.
                - Can run and jump over a low object (rope on floor, polyspot, foam noodle) onto the floor consistently taking off two feet and landing on two feet or one to two feet.

1.2.3 Demonstrates transferring weight on multiple body parts.

- Transfers weight on one or more body parts to another (e.g., animal walks).
    - Rolls using different body positions from side to side on a flat surface.
        - Rolls forward using a round body position.

<u>NON-LOCOMOTOR - Indicators</u>

1.2.4 Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.	1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment.

NON-LOCOMOTOR - Indicators and Progressions

1.2.4 Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.

- Performs curling, stretching, twisting, and bending in self-space.
    - Performs curling, stretching, twisting, and bending in self-space to an external rhythm in self-space.

1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment.

- Maintains momentary stillness on different bases of support.
    - Maintains stillness on different bases of support with different body shapes.
        - Balances on different bases of support, combining levels and shapes.
            - Balances in an inverted position with one foot above head while maintaining stillness.

BOUNCING - Indicators

1.2.6 Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.

BOUNCING - Indicators and Progressions

1.2.6 Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.

- Drops ball and catches it on the rebound while stationary.
    - Pushes down (applies force) on ball with both hands and catches it on rebound while stationary.
        - Pushes down (applies force) on ball with both hands repetitively while stationary.
            - Pushes down (applies force) on ball with both hands repetitively while moving slowly.
                - Pushes down (applies force) on ball with preferred hand repetitively while stationary.
                    - Pushes down (applies force) on ball with preferred hand repetitively while moving through open space.
                        - Bounces with preferred hand while moving and avoiding obstacles.
                            - Pushes down (applies force) on ball with preferred hand repetitively while following a partner who is also bouncing through general space.

ROLLING - Indicators

1.2.7 Demonstrates rolling a ball in a variety of non-dynamic practice tasks.

ROLLING - Indicators and Progressions

1.2.7 Demonstrates rolling a ball in a variety of non-dynamic practice tasks.

- Rolls a small ball (hand size) toward the wall or large target. Minimal arm swing alongside of body. Feet side by side and no step in opposition.
    - Rolls a small ball (hand size) toward the wall or large target. Larger arms swing during preparation. Forward/backward stance, steps with opposition while rolling.
        - Rolls a playground ball using full range of arm motion and leg actions toward a stationary target.
            - Rolls a playground ball using full range of arm motion and greater force for the purpose of hitting/reaching a target.
                - Rolls a playground ball using full range of arm and legs to a stationary partner 15 feet (5 m) away.
                    - Rolls a playground ball using full range of arm and legs to a moving partner 15 feet (5 m) away.

CATCHING AND THROWING - Indicators

1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks	1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.

CATCHING AND THROWING - Indicators and Progressions

1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks.

- Can reach up with two hands to catch a suspended balloon.
    - Tosses to self just above head and catches in front of chest with two hands.
        - While stationary catches an oncoming large ball from a short distance and slow speed using forearms to “hug” or “scoop” ball into chest.
            - While stationary catches an oncoming large ball from a short distance and slow speed using two hands.

        - While stationary catches an oncoming large ball from a medium distance and medium speed using two hands.
            - Can move a short distance to get behind the oncoming ball from a horizontal trajectory, medium speed and medium distance.
            - Catches with two hands only.

1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.

- Throws a small object (fits in one's hand) using any arm motion (underhand, sidearm, overhand) in a non-dynamic practice task.
    - Refines underhand throwing technique using greater arm motion (i.e., preparation and execution or force phase) in a non-dynamic practice task.
        - Refines underhand throwing technique adding forward/backward stance for the purpose of shifting weight during the execution of the throw in a non-dynamic practice task.
            - Refines underhand throwing technique by increasing range of motion of arm action and also starts with feet together and steps with opposition during the execution of the throw in a non-dynamic practice task.
                - Demonstrates overhand throw to large stationary targets at different levels and distances without full range of motion.
                    - Demonstrates the overhand throw using full range of motion in a non-dynamic practice task.

KICKING AND DRIBBLING WITH FEET - Indicators

1.2.10 Demonstrates kicking a ball in a variety of non-dynamic practice tasks.	1.2.11 Demonstrates dribbling with feet in a variety of non-dynamic practice tasks.

KICKING AND DRIBBLING WITH FEET - Indicators and Progressions

1.2.10 Demonstrates kicking a ball in a variety of non-dynamic practice tasks.

- Kicks a stationary ball from a stationary position into general space with limited range of motion and force.
    - Kicks a stationary ball from a stationary position toward a stationary target with medium force and distance.
        - Kicks a stationary ball with a two-step approach into general space.
            - Kicks a stationary ball with a two-step approach toward a stationary object.
                - Kicks a moving ball (e.g., from a partner roll) with a two-step approach into open space.
                    - Kicks a moving ball (e.g., from a partner roll) with a two-step approach toward a large stationary target.

1.2.11 Demonstrates dribbling with feet in a variety of non-dynamic practice tasks.

- Dribbles a ball with the inside of either foot at a slow speed through general space.

- Dribbles a ball with the inside of either foot at a slow speed around stationary objects in general space.
    - Dribbles a ball with the inside of either foot around stationary objects while changing speeds.
        - Dribbles a ball with the inside of either foot around stationary objects changing speeds and directions upon command.

STRIKING WITH HANDS - Indicators

1.2.12 Demonstrates striking with hands in a variety of non-dynamic practice tasks.

STRIKING WITH HANDS - Indicators and Progressions

1.2.12 Demonstrates striking with hands in a variety of non-dynamic practice tasks.

- Strikes with one or both hands a lightweight object (balloon), sending it upward while in personal space.
    - Strikes with one or both hands a lightweight object, sending it upward with consecutive hits.
        - Strikes with both hands a lightweight object, sending it upward with consecutive hits.
            - Strikes a lightweight object over a horizontal rope (4-5 ft [1-2 m] high) tossed to them at a medium trajectory and distance of 5-10 feet (2-3 m).

STRIKING WITH IMPLEMENTS - Indicators

1.2.13 Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks.	1.2.14 Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.

STRIKING WITH IMPLEMENTS - Indicators and Progressions

1.2.13 Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks.

- Using a short-handled racquet strikes a suspended ball.
    - Using a short-handled racquet strikes a balloon using a sidearm striking motion (low to high).

- Using a short-handled racquet strikes a balloon using a sidearm striking motion (low to high) toward a partner.
  - Using a short-handled racquet strikes a self-bounced foam tennis ball toward the wall using a sidearm motion.

1.2.14 Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.

- Using a bat (appropriate size for student) strikes a suspended object.
  - Using a bat (appropriate size for student) strikes an object off of a tee toward open space or a large stationary target.
    - Using a bat (appropriate size for student) strikes an object off of a tee toward open space or a large stationary target.
      - Using a bat (appropriate size for student) strikes a soft object tossed underhand to them from a distance of 5 feet (2 m).
        - Using a bat (appropriate size for student) strikes a soft object tossed underhand to them from a distance of 10 feet (3 m).

DANCE AND RHYTHMS - Indicators

1.2.15 Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.	1.2.16 Demonstrates jumping rope in a non-dynamic environment.

DANCE AND RHYTHMS - Indicators and Progressions

1.2.15 Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.

- Demonstrates lyric-directed dances using simple steps (e.g., step-touch to right/left; slide to right/left, walk forward 4 counts and back 4 counts) with simple upper body movements (e.g., clapping hands; hand actions).
  - Demonstrates locomotor skills while traveling in a circle to a rhythmic beat.
    - Performs simple locomotor and non-locomotor skills while manipulating a scarf, ribbon or small prop.
      - Combines locomotor and non-locomotor movements to a rhythmic beat along varied pathways and in different directions.

1.2.16 Demonstrates jumping rope in a non-dynamic environment.

- Jumps in and out of a rope positioned in a shape on the floor.
  - Executes a single jump with a self-turned rope.
    - Executes multiple jumps forward with a self-turned rope.
      - Executes a single jump backward with a self-turned rope.
        - Executes multiple jumps backward with a self-turned rope.
          - Jumps a long rope with teacher-assisted turning.

- Can enter a long jump rope with teacher-assisted turning and jump 1-2 times.
    - Can enter a long jump rope with teacher-assisted turning and jump multiple times.

AQUATICS - Indicators

1.2.17 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.

AQUATICS - Indicators and Progressions

1.2.17 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.

- Demonstrates safety rules strategies.
    - Demonstrates floating skills.
        - Demonstrates glide to kick.
            - Demonstrates swimming stroke.

Standard 2 — Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

TACTICS AND STRATEGIES - Indicators

2.2.1 Recognizes personal space and where to move in general space.	2.2.2 Identifies simple strategies in chasing and fleeing activities.	2.2.3 Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills.	2.2.4 Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.

TACTICS AND STRATEGIES - Indicators and Progressions

2.2.1 Recognizes personal space and where to move in general space.

- Identifies one's personal space and can maintain their personal space during lesson tasks.
    - Recognizes how to adhere to boundaries.
        - Identifies general space and moves through general space while avoiding objects and others.
            - Recognizes when to change direction and speed when moving through general space.

2.2.2 Identifies simple strategies in chasing and fleeing activities.

- Describes how the role of a chaser is different than the role of a fleer.
    - Identifies specific fleeing strategies (open space, fakes, deception) that prolong fleeing from a chaser.
        - Identifies specific chasing strategies (limit space, angles, balance) that allow chaser to tag fleer.

2.2.3 Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills.

- Distinguishes among locomotor, non-locomotor, and manipulative skills (i.e., body awareness).
    - Distinguishes among movement concepts (space, effort, relationships).
        - Distinguishes among movement concepts as related to various locomotor, non-locomotor, and manipulative skills (i.e., body awareness).

2.2.4 Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.

- Distinguishes among locomotor, non-locomotor, and manipulative skills.
    - Identifies locomotor, non-locomotor, and manipulative skills as they are utilized across movement settings.
        - Describes various locomotor, non-locomotor, and manipulative skills across movement.

DANCE AND RHYTHMS - Indicators

2.2.5 Demonstrates knowledge of locomotor, non-locomotor, and movement concepts used in dance and rhythms.

DANCE AND RHYTHMS - Indicators and Progressions

2.2.5 Demonstrates knowledge of locomotor, non-locomotor, and movement concepts used in dance and rhythms.

- Identifies different forms of dance (i.e., cultural vs. contemporary).
    - Identifies how the elements of the movement framework (i.e., body, space, effort and relationship awareness) are used to create dance sequences.

FITNESS CONCEPTS - Indicators

2.2.6 Identifies physical activities that contribute to fitness.	2.2.7 Recognizes the importance of stretching before and after physical activity.	2.2.8 Identifies the heart as a muscle that gets stronger with physical activity.

FITNESS CONCEPTS - Indicators and Progressions

2.2.6 Identifies physical activities that contribute to fitness.

- Describes the meaning of fitness.
    - Self-selects physical activities for their fitness journey.
        - Describes the relationship between physical activity and fitness.

2.2.7 Recognizes the importance of stretching before and after physical activity.

- Describes the difference between stretching and other physical activities.
    - Describes the importance of warming muscles first before stretching to prevent injuries.
        - Performs various stretches for different parts of the body.
            - Describes the benefits of lengthening the muscles before and after a physical activity.

2.2.8 Identifies the heart as a muscle that gets stronger with physical activity.

- Locates the heart on both their body and a visual representation of a person.
    - Identifies the changes in heart rate as a result of physical activity.
        - Explains the heart as a muscle that grows stronger with physical activity.

PHYSICAL ACTIVITY KNOWLEDGE- Indicators

2.2.9 Recognizes that regular physical activity is good for their health.	2.2.10 Recognizes physiological changes in their body during physical activities.	2.2.11 Recognizes food and hydration choices that provide energy for physical activity.

PHYSICAL ACTIVITY KNOWLEDGE- Indicators and Progressions

2.2.9 Recognizes that regular physical activity is good for their health.

- Identifies the components of good health as physical activity (what you do) and nutrition (how you fuel your body).
    - Describes the importance of physical activity as it relates to good health.

2.2.10 Recognizes physiological changes in their body during physical activities.

- Describes the physiological changes that occur in the body when participating in physical activity.
    - Selects a physical activity and identifies the physiological changes in their body.

2.2.11 Recognizes food and hydration choices that provide energy for physical activity.

- Describes food and hydration as the basic building blocks for energy.
    - Identifies nutrient/energy rich foods vs. foods that lack energy-supplying nutrients.

AQUATICS - Indicators

2.2.12 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

AQUATICS - Indicators and Progressions

2.2.12 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

- Identifies basic water safety skills.
    - Describes the risk in participating in aquatics without knowledge of water safety skills.
        - Describes the relationship between floating and sinking.
            - Describes effective body position when floating.

Standard 3 — Develops social skills through movement.

Rationale: Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

Indicators

3.2.1 Recognizes the feelings of others during a variety of physical activities.	3.2.2 Demonstrates ability to encourage others.	3.2.3 Uses communication skills to share space and equipment.	3.2.4 Responds appropriately to directions and feedback from the teacher.
3.2.5 Demonstrates respectful behaviors that contribute to positive social interactions in movement.	3.2.6 Describes why following rules is important for safety and fairness.	3.2.7 Makes safe choices with physical education equipment.	3.2.8 Discusses problems and solutions with teacher support in a physical activity setting.
3.2.9 Makes fair choices as directed by the teacher.	3.2.10 Identifies and participates in physical activities representing different cultures.		

Indicators and Progressions

3.2.1 Recognizes the feelings of others during a variety of physical activities.

- Recognize that others may have different feelings and abilities.
    - Uses listening skills to identify what others want or need.
        - Recognizes when a classmate needs help and takes action.
            - Can describe how their words and actions can affect others.

3.2.2 Demonstrates ability to encourage others.

- Demonstrates ability to clap, cheer, and congratulate a peer with teacher assistance.
    - Demonstrates ability to clap, cheer, and congratulate a peer.
        - Appropriately communicates praise for effort or completion of a skill.
            - Appropriately communicates encouragement during fatigue or after unsuccessful attempts.

3.2.3 Uses communication skills to share space and equipment.

- Pays attention to others when they are speaking.
    - Demonstrates verbal etiquette (e.g., please, excuse me, thank you).
        - Demonstrates the ability to cooperate with one or two classmates.
            - Demonstrates the ability to cooperate with multiple classmates.
                - Appropriately communicates needs, wants and ideas in a respectful manner.

3.2.4 Responds appropriately to directions and feedback from the teacher.

- Demonstrates ability to follow directions and incorporate feedback with multiple reminders.
    - Demonstrates ability to follow directions and incorporate feedback with limited reminders.

3.2.5 Demonstrates respectful behaviors that contribute to positive social interactions in movement.

- Praises the movement performance of others both more and less skilled.
    - Recognizes the role of respectful interactions with others when participating in physical activity.
        - Recognizes and demonstrates elements of cooperation and teamwork with partner(s), small group, and whole group.
            - Describes why following game rules is important in a physical activity setting.

3.2.6 Describes why following rules is important for safety and fairness.

- Recalls safety rules for physical education.
    - Describes why game rules are important for the safety of others in a physical activity setting.
        - Justifies why it is important for students to follow the rules in relation to fairness and cooperation during participation in a physical activity.

3.2.7 Makes safe choices with physical education equipment.

- Recalls safety rules for use of equipment.
    - Identifies potential risks using equipment.
        - Demonstrates the ability to make safe choices with equipment for self.
            - Demonstrates the ability to make safe choices with equipment for self and others.

3.2.8 Discusses problems and solutions with teacher support in a physical activity setting.

- Identifies and describes a problem within a physical activity setting.
    - Selects and justifies use of an appropriate solution when options are provided by the teacher.
        - Develops and justifies possible solutions to a problem, within a physical activity, with limited teacher support.

3.2.9 Makes fair choices as directed by the teacher.

- Identifies fair choices for a selected activity.
    - Demonstrates fair behavior (e.g., being honest, taking turns, letting others go first, trading equipment, respecting personal space) directed by the teacher.
        - Independently demonstrates fair behavior (e.g., being honest, taking turns, letting others go first, trading equipment, respecting personal space).

3.2.10 Identifies and participates in physical activities representing different cultures.

- Participates in a physical activity from another culture.
    - Provides examples of activities that are different from our own culture.
        - Identifies an activity from another culture and provides additional details about that culture.

Standard 4 — Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Rationale: Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

Indicators

4.2.1 Identifies physical activities that can meet the need for self-expression.	4.2.2 Identifies physical activities that can meet the need for social interaction.	4.2.3 Lists ways that movement positively affects personal health.	4.2.4 Identifies preferred physical activities based on personal interests.
4.2.5 Recognizes individual challenges through movement.	4.2.6 Sets observable short-term goals.	4.2.7 Recognizes movement strengths and the need for practice for individual improvement.	4.2.8 Recognizes the opportunity for physical activity within physical education class.
4.2.9 Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.	4.2.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.		

Indicators and Progressions

4.2.1 Identifies physical activities that can meet the need for self-expression.

- Describes ways to express oneself through physical activity.
    - Identifies one activity that meets the need for self-expression.
        - Explains that sometimes people engage in physical activities to express themselves.

4.2.2 Identifies physical activities that can meet the need for social interaction.

- Describes ways one might socially interact in physical activity.
    - Identifies one activity that meets the need for social interaction.
        - Explains that sometimes people engage in physical activities as a way to socially interact with others.

4.2.3 Lists ways that movement positively affects personal health.

- Describes one way that movement positively affects personal health.
    - Describes ways movement positively affects personal health.
        - Describes ways movement positively affects personal health.

4.2.4 Identifies preferred physical activities based on personal interests.

- Identifies one activity that is of personal interest within physical education.
    - Identifies three activities that are of personal interest within physical education.

4.2.5 Recognizes individual challenges through movement.

- Explains that some physical activities can be hard or challenging in physical education.
    - Identifies one physical activity that is challenging for them to perform.

4.2.6 Sets observable short-term goals.

- Defines what a goal is in their own words.
    - Defines what a short-term goal is in their own words.
        - Articulates a short-term goal that is realistic to achieve during a class period.
            - Sets and accomplishes a short-term goal during the physical education class period.

4.2.7 Recognizes movement strengths and the need for practice for individual improvement.

- Explains that everyone has skills they are good at and skills they need work on in physical education.
    -
    - Explains, in their own words, things/skills that they are good at in physical education.

4.2.8 Recognizes the opportunity for physical activity within physical education class.

- Identifies various ways to be physically active.
    - Explains that physical education is one opportunity to be physically active throughout the day.

4.2.9 Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.

- Identifies emotions related to engagement in physical activity.
    - Explains the importance of managing emotions and behaviors in physical activity.
        - Recognizes there are several techniques they can use to manage emotions and behaviors during physical activity.
            - Demonstrates one technique they can use to manage emotions and behaviors during physical activity.

4.2.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

- Identifies what was enjoyable or not enjoyable during physical education class.
    - Articulates one reason why an activity was enjoyable or not enjoyable.