

**Physical Education/Health Standards
Grades K-2**

(Standards taught across the curriculum throughout the year)

Performance Area	Kindergarten	1st Grade	2nd Grade
<p>Power Standards By the end of a grade, students will. . .</p>	<p>Movement and Me 1. Understand that rules help us to be safe and make good decisions. 2. Develop good social skills and relationships. 3. Introduce ways to improve physical fitness. 4. Understand the importance of physical fitness and exercise for life-long healthy habits and lifestyles. 5. Be able to keep myself safe.</p>	<p>Exercising Healthy Habits 1. Understand the importance of moving safely to a healthy lifestyle. 2. Be responsible for improving my physical fitness. 3. Work cooperatively with others. 4. Use a variety of skills to promote my well-being. 5. Exercise healthy habits.</p>	<p>Exercising Healthy Choices 1. Know there are a variety of ways to move one's body. 2. Understand how personal exercise choices affect one's physical fitness. 3. Identify individual behavior that affects whole group success. 4. Understand how choices have an impact on one's health and environment. 5. Know the components needed for successful group participation.</p>
<p>Movement Skills</p>	<p>1. Develop responsibility for safe movement practices. 2. Understand the differences of moving in personal and general space. 3. Demonstrate locomotor; non – locomotor, and manipulative skills. 4. Respond to cues and follow simple directions.</p>	<p>1. Recognize the safety factors associated with participating in physical activities. 2. Participate in dodging/fleeing activities in slower speeds without running into others or objects. 3. Name some possible injuries that can occur when not following safety rules. 4. Know basic body parts. 5. Combine two or more locomotor and/ or non-locomotor skills in a sequence. 6. Demonstrate an awareness of others while moving in general and/or personal space. 7. Demonstrate a combination of balance movements. 8. Distinguish between moving behind, ahead of, next, near, over, under, on, through, and beside.</p>	<p>1. Model selected locomotor and non-locomotor movements. 2. Demonstrate progression towards proper form when executing selected manipulative skills. 3. Show ability to move in various directions (e.g., behind, ahead of, next, near, over, under, on, through, beside) in obstacle courses, stations, and centers. 4. Identify simple cues involved in weight transfer and balance movements. 5. Demonstrate the manipulation of objects to change direction and/or distance. 6. Demonstrate understanding of personal and group safety.</p>

**Physical Education/Health Standards
Grades K-2**

(Standards taught across the curriculum throughout the year)

Performance Area	Kindergarten	1st Grade	2nd Grade
Physical Fitness	<ol style="list-style-type: none"> 1. Participate in health-related fitness activities. 2. Engage in physical activities that will cause increased heart rate. 3. Recognize changes that take place in the body during physical activity. 4. Name some activities that give your body exercise. 	<ol style="list-style-type: none"> 1. Participate in health-enhancing fitness activities. 2. Discuss changes that take place in the body during physical activity. 3. Introduce fitness concepts to others. 4. Discuss choices to improve fitness (i.e., nutrition, exercise, etc.). 5. Name activities that can be done outside of school to improve fitness. 	<ol style="list-style-type: none"> 1. Discuss and recognize effects of exercise on heart rate. 2. Identify and participate in a variety of activities that will increase your heart rate. 3. Discuss the benefits of physical activity. 4. Continue to participate in health-enhancing levels of physical activity on a daily basis. 5. Continue to increase knowledge of fitness components through practice (i.e., cardiovascular endurance, flexibility, muscular strength, muscular endurance, and body composition). 6. Discuss the importance of warm-up and cool down. 7. Discuss activities that can be done outside of school to improve fitness. 8. Identify activities that will change your heart rate.
Team Building	<ol style="list-style-type: none"> 1. Participate safely in the day's physical activity. 2. Demonstrate the ability to work independently and cooperatively with a partner or group for a structured physical activity. 	<ol style="list-style-type: none"> 1. Follow directions when participating in physical activity. 2. Choose between safe and unsafe practices and/or behavior. 3. Complete a task with a partner or group in a given amount of time during group physical activity. 4. Repeat safety practices and/or behaviors when working with a partner or group during physical activity. 	<ol style="list-style-type: none"> 1. Participate safely, responsibly, and cooperatively. 2. Follow rules. 3. Give examples of ways to settle disagreements. 4. Complete parts of a task when working with a group or partner. 5. Demonstrate the ability to work cooperatively with a partner or small group during physical activity.

**Physical Education/Health Standards
Grades K-2**

(Standards taught across the curriculum throughout the year)

Performance Area	Kindergarten	1st Grade	2nd Grade
Principles of Health Promotion	<ol style="list-style-type: none"> 1. Recognize the importance of covering one's mouth and nose when sneezing or coughing. 2. Demonstrate how to avoid infecting others with germs. 3. Recognize the necessity of washing hands to prevent the transmission of germs. 4. Talk about the importance of taking medicines in the presence of a responsible adult. 5. Demonstrate how to dress properly in varying types of weather. 	<ol style="list-style-type: none"> 1. Simulate proper hand washing techniques. 2. Understand the need to brush teeth to remove bacteria. 3. Demonstrate proper tooth brushing techniques. 4. Demonstrate the use of proper equipment when bicycling, skateboarding, and rollerblading. 5. Name the three Rs of "saving" the environment – reduce, reuse, recycle. 6. List things that pollute the environment. 7. Recognize different types of pollution (e.g., air, soil, water, noise). 	<ol style="list-style-type: none"> 1. Explain how good hygiene can prevent illness. 2. Recognize the signs and symptoms of illness (e.g., headache, stomach ache, and fever). 3. Demonstrate how to prevent the spread of infectious diseases. 4. Recognize the importance of proper tissue disposal. 5. Recognize why it is important to brush your teeth. 6. Discuss the importance of basic traffic rules that need to be followed on the way to school and at home. 7. Discuss forms of pollution found in the school, community, and home. 8. Cite examples of noise pollution. 9. Name recycling methods used at home and school.
Human Body Systems	<ol style="list-style-type: none"> 1. Identify and know the correct location of basic body parts (e.g., head, legs, arms, chest, feet, hands, eyes, ears, and nose). 2. Recognize that food is needed for growth and development. 3. Discuss the value of practicing good health habits (i.e., sleep, nutrition, relationships). 4. Describe and discuss healthy family activities – meals, doctor visits. 5. Give examples of what makes a friend a friend. 6. Recognize basic emotions and feelings. 	<ol style="list-style-type: none"> 1. Discuss the relationship between germs and disease. 2. Explain the importance of eating a variety of foods. 3. Distinguish between "good" food and "junk" food. 4. Discuss the importance of belonging to a group and what it feels like to be included or excluded. 	<ol style="list-style-type: none"> 1. Identify the ankles, knees, hips, fingers, elbows, shoulders, neck and toes. Explain the function of the eyes, ears, and nose. 2. Recognize that some people have disabilities and what special rights they are entitled to, as well as, the history of disability legislation. 3. Observe and discuss the consequences of behavior choices. 4. Discuss proper drug use versus drug abuse. 5. Discuss "rules" for taking medication. 6. Recognize that food (nutrients) is needed for growth and development.

**Physical Education/Health Standards
Grades K-2**

(Standards taught across the curriculum throughout the year)

Performance Area	Kindergarten	1st Grade	2nd Grade
<p>Promoting Health and Well-Being</p>	<ol style="list-style-type: none"> 1. Discuss who strangers are and ways to behave around them. 2. Recite your name, address, and phone number. 3. Explain the role of fire fighters and police officers. 4. Practice using emergency numbers including 911. 	<ol style="list-style-type: none"> 1. Explain how using good listening skills can help avoid conflict. 2. Practice good communication skills. 3. Discuss appropriate and inappropriate behaviors at home, at school, and in the community. 4. Predict consequences for good and poor health choices. 5. Identify uncomfortable or dangerous situations. 6. Define “bullying”. 7. Memorize emergency and medical phone numbers. 8. Know appropriate authority figures to contact in a dangerous or uncomfortable situation. 	<ol style="list-style-type: none"> 1. Define bullying and motives for bullying. 2. Name positive and negative components of a healthy relationship. 3. Demonstrate safety rules at home, at school and in the community. 4. Discuss the importance of washing your hands appropriately. 5. Identify uncomfortable and dangerous situations. 6. Define “good touch” and “bad touch.”