

## **The Carey School Standards for Physical Education 2007-2008**

**Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

### **Pre-K and K**

Students will be able to walk, run, gallop, jump, slide, begin to skip, and hop (locomotor skills).

Students will be able to change between slow and fast movement when walking, running, galloping, hopping, sliding or skipping.

Students will be able to travel forward, backward, and sideways, changing directions in response to a signal or cue.

Students will be able to understand spatial awareness within themselves and their surroundings.

Students will be able to move within a group using locomotor skills without running into others or falling.

Students will be able to demonstrate static balance on one foot and other body parts and be able to move across a narrow raised surface.

Students will be able to jump over a stationary rope or line many times using a forward, back and a side-to-side movement pattern.

Students will be able to demonstrate the relationship of over, under, behind, in front of, next to, above, forward, backward by using the body and a variety of objects.

Students will be able to self toss and catch beanbags, balls, scarves and hoops.

Students will be able to drop a ball and catch it at the peak of the bounce.

Students will be able to throw balls underhand with proper technique (feet together facing target, swings throwing arm back, shifts weight forward by stepping with opposite foot, releases and finishes with arm pointing at target).

Students will be able to dribble a ball with hands continuously while in a stationary position.

	<p>Students will be able to perform a bounce pass to a partner (ball bounces halfway between partners).</p> <p>Students will be able to kick a stationary ball.</p> <p>Students will be able to strike an object (ball or balloon) with hands, arms and feet.</p> <p>Students will be able to perform a continuous log roll.</p> <p>Students will be able to begin to jump rope when it is turned by others.</p>
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<b>1<sup>st</sup> Grade</b>	<p>Students will be able to walk, run, gallop, jump, slide, skip and hop.</p> <p>Students will be able to change between slow and fast and heavy and light movement when walking, running, galloping, hopping, sliding or skipping.</p> <p>Students will be able to travel over, under, in front of, behind and through objects and partners using locomotor skills.</p> <p>Students will be able to travel forwards, backwards and sideways changing directions in response to a signal or cue.</p> <p>Students will be able to balance not only on two feet but also on other body parts demonstrating momentary stillness.</p> <p>Students will be able to move within a group using locomotor skills without running into others or falling.</p> <p>Students will be able to demonstrate static balance on one foot and other body parts and will be able to move across a narrow raised surface.</p> <p>Students will be able to begin to move across monkey bars.</p> <p>Students will be able to jump over a stationary rope or line many times using a forward and back and a side-to-side movement pattern.</p>
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	<p>Students will be able to jump a long swinging rope turned by others.</p> <p>Students will be able to begins to jump a self turned rope.</p> <p>Students will be able to throw a ball using the underhand and overhand throw patterns.</p> <p>Students will be able to perform a bounce pass, chest pass and overhead pass.</p> <p>Students will be able to catches a gently thrown ball with right form.</p> <p>Students will be able to catch a self-bounced ball.</p> <p>Students will be able to catch a self-tossed ball.</p> <p>Students will be able to kick a rolled ball from a stationary position.</p> <p>Students will be able to kick a stationary ball while moving towards the ball.</p> <p>Students will be able to dribble a ball with inside of dominant foot in forward direction.</p> <p>Students will be able to dribble a ball with dominant hand while changing directions.</p> <p>Students will be able to imitate movement in response to music and rhythms.</p>
<p><b>2<sup>nd</sup> Grade</b></p>	<p>Students will be able to move within boundaries while moving at faster speeds.</p> <p>Students will be able to balance on the ground and balance various objects changing bases of support.</p> <p>Students will be able to skip and leap using proper form.</p> <p>Students will be able to run further distances.</p> <p>Students will be able to hold their own body weight on pull up bar.</p> <p>Students will be able to move across monkey bars with ease.</p>

Students will be able to jump a turned rope repeatedly.

Students will be able to jump for distance, taking off and landing on two feet.

Students will be able to roll a ball for distance using correct form.

Students will be able to catch a thrown ball above the waist by turning fingers up (thumbs together).

Students will be able to catch a thrown ball below the waist by turning fingers down (pinkies together).

Students will be able to throw a ball for distance using correct underhand and overhand techniques.

Students will be able to throw a ball accurately to a target.

Students will be able to strike a ball off a tee with a bat.

Students will be able to strike a ball or balloon consistently in a forward or upward motion using a racket.

Students will be able to kick a rolling ball.

Students will be able to dribble a ball with dominant foot at various speeds while maintaining control.

Students will be able to pass a ball with dominant foot to a partner accurately.

Students will be able to dribble a ball with both hands with control continually.

Students will be able to cross-over dribble at varying speeds.  
Students will be able to perform a bounce pass, chest pass and overhead pass accurately to a partner.

Students will be able to demonstrate basic technique of a set shot (knees slightly bent, same foot forward as shooting hand, use wrist-fingertip action).

	<p>Students will be able to demonstrate a smooth transition between even and uneven beat locomotor skills in response to music or a beat.</p> <p>Students will be able to perform aerobic or rhythmical sequences in response to music or a beat.</p>
<b>3rd Grade</b>	<p>Students will be able to balance with control on a variety of objects.</p> <p>Students will be able to chase, flee and move away from others with body control and awareness.</p> <p>Students will be able to perform a forward roll.</p> <p>Students will be able to jump straight up to a height of 9 inches or more and land properly.</p> <p>Students will be able to continuously jump a self-turned rope forward and backward.</p> <p>Students will be able to demonstrate smooth transitions between locomotor, nonlocomotor and manipulative skills.</p> <p>Students will be able to run further distances at faster speeds.</p> <p>Students will be able to perform proper pushups.</p> <p>Students will be able to hold their own body weight in flexed arm position on pull up bar.</p> <p>Students will be able to move across monkey bars with ease and speed.</p> <p>Students will be able to catch a ball thrown by a partner while in motion.</p> <p>Students will be able to roll a ball toward a target accurately.</p> <p>Students will be able to throw a ball for distance and accuracy using the overhand and underhand techniques.</p> <p>Students will be able to throw and catch with a partner while increasing distance and keeping control.</p>

	<p>Students will be able to throw a ball at a target with accuracy.</p> <p>Students will be able to field a ball and then throw to a partner 15 yards or more away using proper overhand throw technique.</p> <p>Students will be able to strike a self-tossed ball in the desired direction.</p> <p>Students will be able to dribble a ball using both hands with control.</p> <p>Students will be able to dribble and then pass to a moving receiver.</p> <p>Students will be able to dribble with control while continuously changing directions and moving around obstacles.</p> <p>Students will be able to cross-over dribble around obstacles.</p> <p>Students will be able to shoot a basketball with set shot technique from close range.</p> <p>Students will be able to foot dribble a ball while changing speed and direction with control.</p> <p>Students will be able to foot pass a ball to a partner accurately.</p>
<b>4th Grade</b>	<p>Students will be able to balance with control on a variety of objects.</p> <p>Students will be able to change speed and direction quickly and easily to maintain spacing between two players.</p> <p>Students will be able to determine spacing between offensive and defensive players.</p> <p>Students will be able to chase, flee, dodge and run with body control and awareness of entire surroundings.</p> <p>Students will be able to continue running further distances with increasing speeds.</p> <p>Students will be able to continuously jump a self-turned rope forwards and backwards with increased speed.</p> <p>Students will be able to demonstrate smooth transitions between locomotor, nonlocomotor and manipulative skills.</p>

Students will be able to jumps straight up to a height of 9 inches or more and land properly.

Students will be able to perform proper push ups.

Students will be able to hold their own body weight in a flexed arm position on a pull up bar.

Students will be able to move across monkey bars with ease and increased speed.

Students will be able to catch and throw a ball with a moving partner while also moving.

Students will be able to throw a ball from increased distances at a smaller target.

Students will be able to catch with increased accuracy.

Students will be able to throw a Frisbee for distance using backhand movement pattern.

Students will be able to catch a Frisbee with increased accuracy.

Students will be able to catch a high fly ball above the head.

Students will be able to strike a gently tossed ball with a bat using the proper baseball swing technique.

Students will be able to strike a self-tossed ball with a racket accurately.

Students will be able to dribble a ball with control using both the dominant and non-dominant foot.

Students will be able to foot dribble with control and increased speed through various obstacles.

Students will be able to kick a ball from the ground into the air to a partner (loft kick).

Students will be able to foot dribble with control while blocking off

	<p>an opponent from the ball.</p> <p>Students will be able to kick a ball with side of the foot for a short pass to a moving partner.</p> <p>Students will be able to stop a kicked ball while in motion and stationary by trapping it with either foot.</p> <p>Students will be able to dribble a ball with the dominant and non-dominant hand with control.</p> <p>Students will be able to hand dribble with control while blocking a defensive player from the ball.</p> <p>Students will be able to shoot a basketball with the set shot technique from varying distances.</p> <p>Students will be able to throw a football with proper spiral technique.</p> <p>Students will be able to punt a football dropped from the hands.</p> <p>Students will be able to serve a volleyball using the underhand serve pattern.</p> <p>Students will be able to bump pass a volleyball using the forearms.</p>
<p><b>5<sup>th</sup> Grade</b></p>	<p>Students will be able to balance with control on a variety of objects.</p> <p>Students will be able to change speed and direction quickly and easily to maintain spacing between two players.</p> <p>Students will be able to continuously jump a self-turned rope for longer time periods.</p> <p>Students will be able to enter, jump and leave a turning long jump rope.</p> <p>Students will be able to jump for increased distances from a standing position.</p> <p>Students will be able to jump straight up to a height of 9 inches or more and lands properly.</p>

Students will be able to throw a Frisbee for distance and accuracy to a target using backhand movement pattern.

Students will be able to catch a Frisbee while in motion.

Students will be able to throw overhand and underhand and catch an object while avoiding an opponent.

Students will be able to field a ground ball and then throws to a target.

Students will be able to accurately catch and throw a ball with a moving partner while also moving.

Students will be able to strike a tossed ball with a bat using proper baseball swing technique.

Students will be able to strike a dropped ball with a racket toward a desired direction using the forehand swing pattern.

Students will be able to backhand hit a gently dropped ball with a racket.

Students will be able to foot and hand dribble a ball with control while keeping an opponent from stealing it.

Students will be able to foot dribble down a field and kick a ball toward a goal while being guarded.

Students will be able to stop a kicked ball at the goal (goalie position) with hands.

Students will be able to stop a kicked ball by trapping it with the foot while moving.

Students will be able to punt a football dropped from hands to a target.

Students will be able to pass a football consecutively with a partner.

Students will be able to pass a basketball back and forth with a partner using the chest, bounce and overhead pass.

	<p>Students will be able to hand dribble with the dominant and non-dominant hand with control while varying speed and changing direction.</p> <p>Students will be able to shoot a basketball with the set shot technique accurately from varying distances.</p> <p>Students will be able to serve a volleyball using the underhand serve pattern over a net.</p> <p>Students will be able to volley a ball using the bump pass to a partner.</p>
<p><b>Students will be able to demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</b></p>	
<p><b>Pre-K and K</b></p>	<p>Students will be able to understand and identify correct body planes (front, back, side, above, under).</p> <p>Students will be able to explain the difference between these body planes (in front of and behind, forward and backward).</p> <p>Students will be able to identify body parts correctly (knee, foot, arms, shoulder, neck, back, waist, elbow).</p> <p>Students will be able to identify and understand personal space, general space and boundaries and explain why they are important.</p> <p>Students will be able to understand that warming up gets the body ready for physical activity.</p> <p>Students will be able to understand important safety practices in general space, for example, throwing a ball when there is not another student in the direct line of the throw.</p> <p>Students will be able to identify locomotor skills such as walking, running, hopping, skipping galloping, jumping and sliding.</p> <p>Students will be able to understand that trying and practicing new or hard tasks shows effort.</p>

	<p>Students will be able to use feedback to correct and improve movement and motor performance.</p> <p>Students will be able to explain the role of different body parts when doing specific movements (eyes when striking an object with the hands or feet, hands when catching or bouncing a ball).</p>
<b>1<sup>st</sup> Grade</b>	<p>Students will be able to understand and identify correct body planes (front, back, side, above, under).</p> <p>Students will be able to explain the difference between these body planes (in front of and behind, forward and backward).</p> <p>Students will be able to identify the right and left sides of the body.</p> <p>Students will be able to identify moving from right to left and left to right.</p> <p>Students will be able to identify and understand personal space, general space and boundaries and explains why they are important.</p> <p>Students will be able to identify people or objects that are within personal space and within certain boundaries.</p> <p>Students will be able to understand that warming up gets the body ready for physical activity.</p> <p>Students will be able to understand important safety practices in general space, for example, throwing a ball when there is not another student in the direct line of the throw.</p> <p>Students will be able to identify locomotor skills such as walk, run, hop, skip gallop, jump and slide and can explain the difference between them (for example, a jog and a run).</p>

	<p>Students will be able to repeat cue words for specific activities, such as jumping straight up and down, and demonstrating what is meant by each cue.</p> <p>Students will be able to identify examples of the underhand and overhand throwing movement patterns.</p> <p>Students will be able to explain that the way the ball is held and where it is released influences the direction an object will travel.</p> <p>Students will be able to describe the proper hand and finger position for catching a ball.</p> <p>Students will be able to identify the position to put the non-kicking foot when kicking with a running approach.</p> <p>Students will be able to identify the contact point to strike an object upward.</p> <p>Students will be able to understand how much force is needed to dribble a ball forward with the hand and foot.</p>
<b>2<sup>nd</sup> Grade</b>	<p>Students will be able to understand and identify correct body planes (front, back, side, above, under).</p> <p>Students will be able to explain the difference between these body planes (in front of and behind, forward and backward).</p> <p>Students will be able to identify the right and left sides of the body.</p> <p>Students will be able to identify moving from right to left and left to right.</p> <p>Students will be able to identify and understand personal space, general space and boundaries and explains why they are important.</p> <p>Students will be able to identify people or objects that are within personal space and within certain boundaries.</p> <p>Students will be able to understand that warming up gets the body</p>

ready for physical activity.

Students will be able to understand important safety practices in general space, for example, throwing a ball when there is not another student in the direct line of the throw.

Students will be able to identify locomotor skills such as walk, run, hop, skip gallop, jump and slide and can explain the difference between them (for example, a jog and a run).

Students will be able to repeat cue words for specific activities, such as jumping straight up and down, and demonstrating what is meant by each cue.

Students will be able to define “open space, general space and boundaries.”

Students will be able to explain how to absorb the force of an oncoming object.

Students will be able to explain the importance and difference of a wide base of support versus a narrow base of support in balance activities.

Students will be able to explain why one hand or foot is usually more dominant than the other when performing movement skills.

Students will be able to identify times to use the underhand and overhand throw pattern.

Students will be able to identify times to use striking skills.

Students will be able to compare changes in force when rolling, throwing or tossing a ball and when rolling, throwing or tossing a ball for distance.

Students will be able to identify the roll of other body parts not directly involved in catching objects.

Students will be able to identify when to begin the kicking motion in order to kick a rolling ball.

Students will be able to identify the different points of contact when

	<p>hitting a ball or balloon upward and forward.</p> <p>Students will be able to explain the purpose of using a side orientation when hitting a ball from a batting tee.</p> <p>Students will be able to explain the role of increasing hand and arm speed when hand dribbling.</p>
<b>3<sup>rd</sup> Grade</b>	<p>Students will be able to describe how the heart rate is used to monitor the intensity of exercise.</p> <p>Students will be able to define “open space, general space and boundaries.”</p> <p>Students will be able to explain how to absorb the force of an oncoming object.</p> <p>Students will be able to explain the importance and difference of a wide base of support versus a narrow base of support in balance activities.</p> <p>Students will be able to explain why one hand or foot is usually more dominant than the other when performing movement skills.</p> <p>Students will be able to identify times to use the underhand and overhand throw pattern.</p> <p>Students will be able to explain why it is important to transfer weight from the back leg to the front leg during any action that propels an object forward.</p> <p>Students will be able to explain the difference between throwing an object to a stationary partner and a moving partner.</p> <p>Students will be able to identify ways to increase accuracy and distance in rolling or throwing a ball.</p> <p>Students will be able to identify times to use striking skills.</p> <p>Students will be able to explain and demonstrate the correct hand position when catching a ball both above the head and below the waist, and near and away from the body.</p> <p>Students will be able to compare changes in force when rolling,</p>

	<p>throwing or tossing a ball and when rolling, throwing or tossing a ball for distance.</p> <p>Students will be able to explain how changing speeds and directions can allow one person to move away from another.</p> <p>Students will be able to describe the difference in foot placement when kicking a stationary ball and a moving ball.</p> <p>Students will be able to describe the differences in foot and hand dribbling while moving and changing speed and direction.</p> <p>Students will be able to explain that continuing to practice improves performance of movement and game skills.</p> <p>Students will be able to create a game the uses at least two motor skills, rules and strategies.</p> <p>Students will be able to understand the benefits of being physically active and participating daily in physical exercise.</p>
<b>4<sup>th</sup> Grade</b>	<p>Students will be able to identify times to use the underhand and overhand throw pattern.</p> <p>Students will be able to explain why it is important to transfer weight from the back leg to the front leg during any action that propels an object forward.</p> <p>Students will be able to explain the difference between throwing an object to a stationary partner and a moving partner.</p> <p>Students will be able to identify ways to increase accuracy and distance in rolling or throwing a ball.</p> <p>Students will be able to identify times to use striking skills.</p> <p>Students will be able to explain and demonstrate the correct hand position when catching a ball both above the head and below the waist, and near and away from the body.</p> <p>Students will be able to compare changes in force when rolling, throwing or tossing a ball and when rolling, throwing or tossing a ball for distance.</p>

Students will be able to explain how changing speeds and directions can allow one person to move away from another.

Students will be able to describe the difference in foot placement when kicking a stationary ball and a moving ball.

Students will be able to describe the difference in foot and hand dribbling while moving and changing speed and direction.

Students will be able to explain that practice leads to improvement of any game skill or movement.

Students will be able to create a game that uses at least two motor skills, rules and strategies.

Students will be able to understand the benefits of being physically active and participating daily in physical exercise.

Students will be able to explain the difference between offense and defense.

Students will be able to describe ways to make more space between an offensive and defensive player on a field.

Students will be able to explain the correct way to stand to serve a ball using the underhand serve pattern.

Students will be able to explain the correct way to stand to strike a ball using the forehand bump pattern.

Students will be able to explain the similar movement elements of the underhand toss and the underhand volleyball serve.

Students will be able to describe the difference between punting and kicking.

Students will be able to compare and contrast hand and foot dribbling with a defender and without a defender.

Students will be able to identify the correct way to position the body when volleying a ball.

	<p>Students will be able to recognize and respond positively to classmates when correctly perform some element of action.</p> <p>Students will be able to identify the benefits of being physically active.</p>
<b>5<sup>th</sup> Grade</b>	<p>Students will be able to explain the importance of open space when playing sport-related games.</p> <p>Students will be able to explain the difference in using and receiving force when jumping for height and distance.</p> <p>Students will be able to identify times to use the underhand and overhand throw pattern.</p> <p>Students will be able to explain why it is important to transfer weight from the back leg to the front leg during any action that propels an object forward.</p> <p>Students will be able to explain the difference between throwing an object to a stationary partner and a moving partner.</p> <p>Students will be able to identify ways to increase accuracy and distance in rolling or throwing a ball.</p> <p>Students will be able to identify the different stages of striking an object (preparation, applying force, follow through and recovery).</p> <p>Students will be able to explain and demonstrate the correct hand position when catching a ball both above the head and below the waist, and near and away from the body.</p> <p>Students will be able to explain how to move body to catch a ball thrown off center.</p> <p>Students will be able to compare changes in force when rolling, throwing or tossing a ball and when rolling, throwing or tossing a ball for distance.</p> <p>Students will be able to explain how changing speeds and directions can allow one person to move away from another.</p> <p>Students will be able to describe the difference in foot placement</p>

when kicking a stationary ball and a moving ball.

Students will be able to describe the differences in foot and hand dribbling while moving and changing speed and direction.

Students will be able to explain that practice leads to improvement of any game skill or movement.

Students will be able to create a game that uses at least two motor skills, rules and strategies.

Students will be able to understand the benefits of being physically active and participating daily in physical exercise.

Students will be able to explain the difference between offense and defense.

Students will be able to describe ways to make more space between an offensive and defensive player on a field.

Students will be able to explain the correct way to stand to serve a ball using the underhand serve pattern.

Students will be able to explain the correct way to stand to strike a ball using the forehand bump pattern.

Students will be able to explain the similar movement elements of the underhand toss and the underhand volleyball serve.

Students will be able to describe the difference between punting and kicking.

Students will be able to compare and contrast hand and foot dribbling with a defender and without a defender.

Students will be able to identify the correct way to position the body when volleying a ball.

Students will be able to recognize and respond positively to classmates when correctly perform some element of action.

Students will be able to identify the benefits of being physically active.

	Students will be able to create a routine to music varying speeds and directions.
<b>Students will be able to participate regularly in physical activity.</b>	
<b>Pre-K and K</b>	<p>Students will be able to participate in physical education classes two times per week.</p> <p>Students will be able to engage in moderate to vigorous physical activity that is enjoyable and challenging.</p> <p>Students will be able to participate in a variety of locomotor movements such as hopping, walking, jumping, galloping and running.</p> <p>Students will be able to participate in physical activities that increase breathing and heart rate.</p> <p>Students will be able to participate in chasing and fleeing activities and games outside of school.</p> <p>Students will be able to hold own body weight from a hanging position on monkey bars for extended periods of time.</p> <p>Students will be able to climb a jungle gym or climbing wall structure.</p> <p>Students will be able to participate in a variety of activities that involve manipulation of an object in and outside of physical education classes (for example; throwing or kicking a ball).</p> <p>Students will be able to jump rope for extended periods of time.</p> <p>Students will be able to increase periods of continuous movement while participating in moderate to vigorous physical activity.</p> <p>Students will be able to participate regularly in a variety of nonstructured physical activities outside of physical education classes (for example; tag or hide-and-seek).</p>
<b>1<sup>st</sup> Grade</b>	Students will be able to participate in physical education classes two times per week.

Students will be able to engage in physical activities that are enjoyable and challenging.

Students will be able to participate in a variety of locomotor movements such as hopping, walking, jumping, galloping and running.

Students will be able to participate in chasing and fleeing activities and games outside of school.

Students will be able to climb a jungle gym or climbing wall structure.

Students will be able to participate in a variety of activities that involve manipulation of an object in and outside of physical education classes (for example; throwing or kicking a ball).

Students will be able to jump rope for extended periods of time.

Students will be able to participate in moderate to vigorous physical activities that increase breathing and heart rate for longer periods of time.

Students will be able to climb a jungle gym or climbing wall structure.

Students will be able to participate in a variety of activities that involve manipulation of an object in and outside of physical education classes (for example; throwing or kicking a ball).

Students will be able to hold their body in a push up position and a squat position for increased periods of time.

Students will be able to move from a sitting to a standing position and a lying to a sitting position without using arms to help or support body weight while on the floor.

Students will be able to stretch arms, shoulder and legs without bouncing or hyper-extending the joints.

Students will be able to maintain continuous movement for longer periods of time while participating in moderate to vigorous physical activity.

Students will be able to identify two indicators for vigorous physical activity to measure change in activity levels (for example; heart

	<p>beating faster or sweating).</p>
<b>2<sup>nd</sup> Grade</b>	<p>Students will be able to participate in physical education classes two times per week.</p> <p>Students will be able to engage in physical activities that are enjoyable and challenging for extended periods of time.</p> <p>Students will be able to participate in a variety of locomotor movements such as hopping, walking, jumping, galloping and running.</p> <p>Students will be able to participate in chasing and fleeing activities and games outside of school.</p> <p>Students will be able to climb a jungle gym or climbing wall structure.</p> <p>Students will be able to participate in a variety of activities that involve manipulation of an object in and outside of physical education classes (for example; throwing or kicking a ball).</p> <p>Students will be able to jump rope for extended periods of time.</p> <p>Students will be able to participate in moderate to vigorous physical activities that increase breathing and heart rate for longer periods of time and with greater intensity.</p> <p>Students will be able to perform sit-ups, push-ups, triceps push ups, squats and lunges to increase endurance and muscle efficiency.</p> <p>Students will be able to move across overhead monkey bars one bar at a time.</p> <p>Students will be able to demonstrate proper form for stretching the hamstrings, quadriceps biceps and triceps.</p> <p>Students will be able to maintain continuous movement for longer periods of time while participating in moderate to vigorous physical activity.</p> <p>Students will be able to measure improvements in individual fitness levels.</p>

### 3<sup>rd</sup> Grade

Students will be able to participate in physical education classes two times per week.

Students will be able to voluntarily and consciously choose to participate in moderate to vigorous physical activity outside of physical education classes on a regular basis.

Students will be able to participate in organized sport activities (for example Little League Baseball).

Students will be able to choose to participate in structured and purposeful activity.

Students will be able to monitor physical activity by measuring heart rate.

Students will be able to demonstrate warm-up and cool-down exercises.

Students will be able to demonstrate how to properly lift and carry objects.

Students will be able to participate 3-4 days per week, for increased periods of time, in uninterrupted moderate to vigorous physical activities that require constant movement of the large muscle groups to increase breathing and heart rate.

Students will be able to perform more sit ups, push ups, triceps push ups and lunges to increase endurance and muscle efficiency.

Students will be able to climb a vertical climbing wall with increased speed and agility.

Students will be able to move across overhead monkey bars one at a time or skipping one.

Students will be able to hold basic static stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back and neck.

Students will be able to maintain continuous movement for longer periods of time while participating in moderate to vigorous physical activity.

	<p>Students will be able to measure and record improvements in individual fitness levels.</p>
<b>4<sup>th</sup> Grade</b>	<p>Students will be able to participate in physical education classes two times per week.</p> <p>Students will be able to voluntarily and consciously choose to participate in moderate to vigorous physical activity outside of physical education classes on a regular basis.</p> <p>Students will be able to participate in organized sport activities (for example Little League Baseball).</p> <p>Students will be able to choose to participate in structured and purposeful activity.</p> <p>Students will be able to monitor physical activity by measuring heart rate.</p> <p>Students will be able to demonstrate appropriate warm-up and cool-down exercises for specific physical activities.</p> <p>Students will be able to demonstrate the appropriate body position for pushing and pulling objects.</p> <p>Students will be able to continuously participate in moderate to vigorous physical activity for longer durations to increase aerobic capacity.</p> <p>Students will be able to participate in moderate to vigorous physical activity 3-4 days per week outside of physical education classes.</p> <p>Students will be able to perform more sit-ups, push-ups, triceps push ups and lunges to increase endurance and muscle efficiency.</p> <p>Students will be able to move across overhead monkey bars one at a time or skipping one and hangs holding own body weight with knees bent holding thighs at a 90 degree angle.</p> <p>Students will be able to climb a vertical climbing wall with increased speed and agility.</p> <p>Students will be able to hold basic static stretches for hips,</p>

	<p>shoulders, hamstrings, quadriceps, calves, triceps, biceps, back and neck.</p> <p>Students will be able to maintain continuous movement for longer periods of time while participating in moderate to vigorous physical activity.</p> <p>Students will be able to measure and record improvements in individual fitness levels.</p>
<b>5<sup>th</sup> Grade</b>	<p>Students will be able to participate in physical education classes two times per week.</p> <p>Students will be able to voluntarily and consciously choose to participate in moderate to vigorous physical activity outside of physical education classes on a regular basis.</p> <p>Students will be able to participate in organized sport activities (for example, Little League Baseball).</p> <p>Students will be able to choose to participate in structured and purposeful activity.</p> <p>Students will be able to monitor physical activity by measuring heart rate.</p> <p>Students will be able to demonstrate how to warm-up muscles and joints prior to specific physical and sport activities.</p> <p>Students will be able to continuously participate in moderate to vigorous physical activity for longer durations to increase aerobic capacity.</p> <p>Students will be able to participate in moderate to vigorous physical activity 3-4 days per week outside of physical education classes.</p> <p>Students will be able to continuously perform for longer durations abdominal and oblique sit ups, traditional push ups and triceps push ups.</p> <p>Students will be able to perform flexibility exercises that stretch specific muscles for specific physical and sport activities.</p>

	<p>Students will be able to maintain continuous movement for longer periods of time while participating in moderate to vigorous physical activity.</p> <p>Students will be able to measure and record improvements in individual fitness levels.</p> <p>Students will be able to meet age and gender specific fitness standards that measure aerobic endurance, muscular strength, flexibility, speed and agility on the Presidential Fitness Test.</p>
<p><b>Students will be able to achieve and maintain a health-enhancing level of physical fitness.</b></p>	
<p><b>Pre-K and K</b></p>	<p>Students will be able to have the muscular strength to be able to bear own body weight for climbing, hanging and supporting their body in the push up position.</p> <p>Students will be able to engage in a series of locomotor activities without tiring too fast (for example, timed running or jumping).</p> <p>Students will be able to participate in different activities and games that increase breathing and heart rate.</p> <p>Students will be able to move transversely across a rock wall with little teacher assistance.</p> <p>Students will be able to move hand-over-hand along monkey bars with or without teacher assistance.</p> <p>Students will be able to identify physical activities that are fun and also challenging.</p> <p>Students will be able to explain that the body is made up of mostly water.</p> <p>Students will be able to explain why nutritious and healthy food gives the body energy for physical activity.</p> <p>Students will be able to explain that the heart beats faster and gets stronger when exercising and being active.</p>

	<p>Students will be able to explain the importance of breathing when exercising and that the lungs collect the air breathed in.</p> <p>Students will be able to explain that muscles move bones and it is important to have strong muscles to help the body in physical activity.</p> <p>Students will be able to identify the body part involved when doing different activities and when stretching.</p>
<b>1<sup>st</sup> Grade</b>	<p>Students will be able to have the muscular strength to be able to bear own body weight for climbing, hanging and supporting their body in the push up position.</p> <p>Students will be able to engage in a series of locomotor activities without tiring to fast (for example, timed running or jumping).</p> <p>Students will be able to participate in different activities and games that increase breathing and heart rate.</p> <p>Students will be able to move transversely across a rock wall with little teacher assistance.</p> <p>Students will be able to move hand-over-hand along monkey bars with or without teacher assistance.</p> <p>Students will be able to sustain movement for longer periods of time while participating in a variety of fun and challenging activities in physical education.</p> <p>Students will be able to explain why nutritious and healthy food gives the body energy for physical activity and alertness.</p> <p>Students will be able to explain that the heart is the most important muscle in the body and that it becomes stronger from regularly beating faster during physical activity and exercise.</p> <p>Students will be able to identify and demonstrate physical activities that cause the heart to beat faster.</p> <p>Students will be able to explain the importance of strengthening and stretching muscles.</p>

	<p>Students will be able to understand and explain that increasing endurance will allow longer periods of physical activity and exercise.</p> <p>Students will be able to explain that stretching helps with flexibility and that having flexible muscles gives more range of motion in physical activities.</p>
<p><b>2<sup>nd</sup> Grade</b></p>	<p>Students will be able to have the muscular strength to be able to bear own body weight for climbing, hanging and supporting their body in the push up position.</p> <p>Students will be able to engage in a series of locomotor activities without tiring too fast (for example, timed running or jumping).</p> <p>Students will be able to participate in different activities and games that increase breathing and heart rate.</p> <p>Students will be able to move transversely across and vertically up a rock wall with little teacher assistance.</p> <p>Students will be able to move hand-over-hand along monkey bars with or without teacher assistance.</p> <p>Students will be able to sustain movement for longer periods of time while participating in a variety of fun and challenging activities in physical education.</p> <p>Students will be able to explain that the body needs to move regularly in moderate to vigorous physical activity to achieve and maintain good health.</p> <p>Students will be able to list ways to increase physical activity time outside of school.</p> <p>Students will be able to explain that the intensity and length of exercise affects the body in different ways.</p> <p>Students will be able to explain that water helps maintain and regulate body temperature.</p> <p>Students will be able to compare the function of the heart during rest and physical activity.</p> <p>Students will be able to compare how the heart rate changes before,</p>

	<p>during and after physical activity.</p> <p>Students will be able to describe how muscle strength and endurance can help with motor skill performance.</p> <p>Students will be able to identify muscles that are being used and strengthened while doing specific exercises and physical activities.</p> <p>Students will be able to list skills that would benefit from having stronger muscles.</p> <p>Students will be able to identify the muscles that are being stretched during specific physical activities.</p> <p>Students will be able to explain why it is important to warm up the entire body before stretching and participating in physical activity.</p>
<p><b>3<sup>rd</sup> Grade</b></p>	<p>Students will be able to participate in certain activities that develop and maintain aerobic endurance, muscular strength and endurance, flexibility, and body composition.</p> <p>Students will be able to participate in appropriate physical activities that develop and increase cardio respiratory endurance.</p> <p>Students will be able to recognize that changes in the body in response to exercise are associated with their own levels of fitness.</p> <p>Students will be able to run at least two laps around a track without stopping.</p> <p>Students will be able to choose to participate in sport activities that require high levels of muscular strength and endurance.</p> <p>Students will be able to meet and/or exceed the age and gender specific health related fitness standards defined by the Presidential Fitness Test.</p> <p>Students will be able to identify their strengths and weaknesses based upon the results of the Presidential Fitness Test.</p> <p>Students will be able to identify the body's normal reactions to moderate to vigorous physical activity (for example, sweating after running).</p>

	<p>Students will be able to explain the importance of warming up before physical activity and cooling down after.</p> <p>Students will be able to explain that the body will adapt to increased workloads.</p> <p>Students will be able to explain that water helps maintain and regulate body temperature and that the need of water is linked to energy expenditure.</p> <p>Students will be able to compare how the heart rate changes before, during and after physical activity.</p> <p>Students will be able to identify which muscles are used while doing muscular endurance activities (for example, abdominal muscles are used when doing sit ups).</p> <p>Students will be able to explain why a certain stretch is the right one to do for a specific physical activity.</p>
<b>4<sup>th</sup> Grade</b>	<p>Students will be able to participate in certain activities that develop and maintain aerobic endurance, muscular strength and endurance, flexibility, and body composition.</p> <p>Students will be able to participate in appropriate physical activities that develop and increase cardio respiratory endurance.</p> <p>Students will be able to recognize that changes in the body in response to exercise are associated with their own levels of fitness.</p> <p>Students will be able to run at least two laps around a track without stopping.</p> <p>Students will be able to choose to participate in sport activities that require high levels of muscular strength and endurance.</p> <p>Students will be able to meet and/or exceed the age and gender specific health related fitness standards defined by the Presidential Fitness Test.</p> <p>Students will be able to identify their strengths and weaknesses based upon the results of the Presidential Fitness Test.</p>

	<p>Students will be able to identify the body's normal reactions to moderate to vigorous physical activity (for example, sweating after running).</p> <p>Students will be able to identify correct body alignment for lower body stretches.</p> <p>Students will be able to explain what is meant by frequency, intensity, duration and type in terms of a specific physical activity.</p> <p>Students will be able to set personal goals for aerobic endurance, muscular strength and endurance and flexibility and can monitor progress by recording personal scores.</p> <p>Students will be able to identify healthy foods that can improve health and physical performance.</p> <p>Students will be able to explain the importance of water to the body before, during and after a physical activity.</p> <p>Students will be able to explain the importance of warming up before physical activity and cooling down after.</p> <p>Students will be able to measure and calculate their own heart rate in 15 second intervals.</p> <p>Students will be able to explain why a strong heart rate quickly returns to its resting rate after vigorous exertion.</p> <p>Students will be able to determine the intensity of personal physical activity.</p> <p>Students will be able to explain the difference between muscular strength and muscular endurance.</p> <p>Students will be able to explain why strengthening the muscles can improve performance during physical activity.</p> <p>Students will be able to explain the importance of flexibility when doing physical activities.</p>
<b>5<sup>th</sup> Grade</b>	<p>Students will be able to participate in certain activities that develop and maintain aerobic endurance, muscular strength and endurance,</p>

flexibility, and body composition.

Students will be able to participate in appropriate physical activities that develop and increase cardio respiratory endurance.

Students will be able to recognize that changes in the body in response to exercise are associated with their own levels of fitness.

Students will be able to run at least two laps around a track without stopping.

Students will be able to choose to participate in sport activities that require high levels of muscular strength and endurance.

Students will be able to meet and/or exceed the age and gender specific health related fitness standards defined by the Presidential Fitness Test.

Students will be able to identify their strengths and weaknesses based upon the results of the Presidential Fitness Test and describes ways to improve on the areas that don't meet the standards.

Students will be able to identify the body's normal reactions to moderate to vigorous physical activity (for example, sweating after running).

Students will be able to identify correct body alignment for lower body stretches.

Students will be able to explain what is meant by frequency, intensity, duration and type in terms of a specific physical activity.

Students will be able to set personal goals for aerobic endurance, muscular strength and endurance and flexibility and can monitor progress by recording personal scores.

Students will be able to develop three short-term and three long-term fitness goals.

Students will be able to explain the importance of warming up before physical activity and cooling down after.

Students will be able to measure, calculate and record heart rate

	<p>before, during and after vigorous physical activity.</p> <p>Students will be able to explain why it is good to have strong arms, legs stomach and back muscles.</p> <p>Students will be able to explain the importance of stretching and holding the stretches for increased periods of time after a warm up.</p>
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**Exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

<b>Pre-K and K</b>	<p>Students will be able to understand and follow physical education class rules and procedures.</p> <p>Students will be able to willingly participate in physical education classes and activities.</p> <p>Students will be able to listen to and follows directions given to the class for a specific activity.</p> <p>Students will be able to participate to the best of their abilities in each activity assigned by the teacher.</p> <p>Students will be able to practice specific skills as taught and assigned until the teacher signals time to stop.</p> <p>Students will be able to use and handle equipment and space safely and correctly.</p> <p>Students will be able to enjoy participating alone while exploring movement tasks and skills.</p> <p>Students will be able to identify feelings that result from participation in physical activity.</p> <p>Students will be able to describe that being positive and nice makes physical activity with others more fun.</p> <p>Students will be able to participate as a leader and a follower during physical activity.</p> <p>Students will be able to develop the ability to work individually and/or cooperatively with a partner.</p>
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<p><b>1<sup>st</sup> Grade</b></p>	<p>Students will be able to understand and follow physical education class rules and procedures.</p> <p>Students will be able to willingly participate in new physical activities.</p> <p>Students will be able to listen to and follow directions given to the class for a specific activity.</p> <p>Students will be able to participate to the best of their abilities in each activity assigned by the teacher.</p> <p>Students will be able to practice specific skills as taught and assigned until the teacher signals time to stop.</p> <p>Students will be able to use and handle equipment and space safely and correctly.</p> <p>Students will be able to identify feelings that result from participation in physical activity.</p> <p>Students will be able to describe that being positive and nice makes physical activity with others more fun.</p> <p>Students will be able to participate as a leader and a follower during physical activity.</p> <p>Students will be able to honestly report the result of work to challenges, successes and failures in physical activity.</p> <p>Students will be able to work in a diverse group setting without interfering with others.</p> <p>Students will be able to help a partner by sharing observations about skill performance during an activity.</p> <p>Students will be able to take turns willingly.</p> <p>Students will be able to accept all classmates without regard to personal differences (ethnicity, gender, strength, size, ability).</p> <p>Students will be able to identify sharing and teamwork as a way to</p>

	<p>cooperate.</p> <p>Students will be able to display sportsmanship and consideration of others while participating in physical activity.</p> <p>Students will be able to identify what makes an effective partner in a physical activity.</p> <p>Students will be able to identify effective ways to work in a group without interfering with others.</p> <p>Students will be able to understand how to resolve conflict in a positive and acceptable way.</p>
<b>2<sup>nd</sup> Grade</b>	<p>Students will be able to understand and follow physical education class rules and procedures.</p> <p>Students will be able to willingly participate in new physical activities.</p> <p>Students will be able to listen to and follow directions given to the class for a specific activity.</p> <p>Students will be able to participate to the best of their abilities in each activity assigned by the teacher.</p> <p>Students will be able to practice specific skills as taught and assigned until the teacher signals time to stop.</p> <p>Students will be able to use and handle equipment and space safely, correctly and with respect.</p> <p>Students will be able to identify feelings that result from participation in physical activity.</p> <p>Students will be able to describe that being positive and nice makes physical activity with others more fun.</p> <p>Students will be able to participate as a leader and a follower during physical activity.</p> <p>Students will be able to honestly report the result of work to challenges, successes and failures in physical activity.</p>

	<p>Students will be able to work in a diverse group setting without interfering with others.</p> <p>Students will be able to accept responsibility for one's own behavior in any physical activity.</p> <p>Students will be able to help a partner by sharing observations about skill performance during an activity.</p> <p>Students will be able to acknowledge one's opponent or partner before, during and after an activity or game and gives positive feedback on the outcome.</p> <p>Students will be able to take turns willingly.</p> <p>Students will be able to accept and respect all classmates without regard to personal differences (ethnicity, gender, strength, size, ability).</p> <p>Students will be able to identify sharing and teamwork as a way to cooperate.</p> <p>Students will be able to display sportsmanship and consideration of others while participating in physical activity.</p> <p>Students will be able to identify what makes an effective partner in a physical activity.</p> <p>Students will be able to identify what makes an effective partner in a physical activity.</p> <p>Students will be able to identify effective ways to work in a group without interfering with others.</p> <p>Students will be able to understand and demonstrate how to resolve conflict in a positive and acceptable way.</p> <p>Students will be able to participate with a positive attitude in activities that involve teamwork and cooperation.</p>
<b>3<sup>rd</sup> Grade</b>	<p>Students will be able to actively participate independently and/or within a group.</p>

	<p>Students will be able to identify the purposes for and follow activity-specific rules, procedures and safety guidelines.</p> <p>Students will be able to identify the risks of not following activity-specific rules, procedures and safety guidelines.</p> <p>Students will be able to cooperate with all classmates by taking turns willingly and sharing equipment.</p> <p>Students will be able to show respect for individual differences in physical abilities.</p> <p>Students will be able to use appropriate movement cues and positive feedback while working with a partner in physical activities.</p> <p>Students will be able to work seriously when teaching an activity or skill to a group or team as well as when following another's role as the leader.</p> <p>Students will be able to work productively with a partner to achieve a common goal for longer periods of time.</p> <p>Students will be able to accept the teacher's decisions regarding rules and procedures of specific games without displaying a negative attitude.</p> <p>Students will be able to assess and takes responsibility for his or her own behavior problems without blaming others.</p> <p>Students will be able to recognize and appreciate similar and different activity choices of classmates.</p> <p>Students will be able to set personal goals to improve a skill or activity in and outside of school.</p> <p>Students will be able to collect and record progress on a skill chart.</p>
<b>4<sup>th</sup> Grade</b>	<p>Students will be able to actively participate independently and/or within a group.</p> <p>Students will be able to identify the purposes for and follow activity-specific rules, procedures and safety guidelines.</p>

Students will be able to identify the risks of not following activity-specific rules, procedures and safety guidelines.

Students will be able to cooperate with all classmates by taking turns willingly and sharing equipment.

Students will be able to show respect for individual differences in physical abilities.

Students will be able to use appropriate movement cues and positive feedback while working with a partner in physical activities.

Students will be able to work seriously when teaching an activity or skill to a group or team as well as when following another's role as the leader.

Students will be able to work productively with a partner to achieve a common goal for longer periods of time.

Students will be able to accept the teacher's decisions regarding rules and procedures of specific games without displaying a negative attitude.

Students will be able to assess and take responsibility for their own behavior problems and performance without blaming others.

Students will be able to recognize and appreciate similar and different activity choices of classmates.

Students will be able to set personal fitness goals and specific skill or activity goals to improve on in and outside of school.

Students will be able to collect and record progress on a skill chart.

Students will be able to show good sportsmanship whether winning or losing and positively encourages others.

Students will be able to respect each classmate's abilities, differences and motivation with respect and inclusion in all physical activities.

Students will be able to accept an opponent's outstanding skill, use of strategies or ability to work together as a challenge to improve

	their own skills.
<b>5<sup>th</sup> Grade</b>	<p>Students will be able to work outside of school on chosen fitness components or game skills to improve personal skills.</p> <p>Students will be able to actively participate independently and/or within a group.</p> <p>Students will be able to identify the purposes for and follow activity-specific rules, procedures and safety guidelines.</p> <p>Students will be able to identify the risks of not following activity-specific rules, procedures and safety guidelines.</p> <p>Students will be able to cooperate with all classmates by taking turns willingly and sharing equipment.</p> <p>Students will be able to show respects for individual differences in physical abilities.</p> <p>Students will be able to use appropriate movement cues and positive feedback while working with a partner in physical activities.</p> <p>Students will be able to work seriously when teaching an activity or skill to a group or team as well as when following another's role as the leader.</p> <p>Students will be able to work productively with a partner to achieve a common goal for longer periods of time.</p> <p>Students will be able to accept the teacher's decisions regarding rules and procedures of specific games without displaying a negative attitude.</p> <p>Students will be able to assess and take responsibility for their own behavior problems and performance without blaming others.</p> <p>Students will be able to recognize and appreciate similar and different activity choices of classmates.</p> <p>Students will be able to contribute ideas and thoughts as well as listens to the ideas of others in a cooperative or team problem-solving activity.</p>

	<p>Students will be able to set personal fitness goals and specific skill or activity goals to improve on in and outside of school.</p> <p>Students will be able to set long-term physical activity goals and work toward the goals throughout the year, recording progress each step of the way.</p> <p>Students will be able to collect and record progress on a skill chart.</p> <p>Students will be able to show good sportsmanship whether winning or losing and positively encourage others.</p> <p>Students will be able to respect each classmate's abilities, differences and motivation with respect and inclusion in all physical activities.</p> <p>Students will be able to accept an opponent's outstanding skill, use of strategies or ability to work together as a challenge to improve their own skills.</p> <p>Students will be able to verbally acknowledge the skills, contributions and strengths of others in a physical activity.</p> <p>Students will be able to accommodate individual differences of classmates in small group or team activities.</p>
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The Carey School Standards for Physical Education are aligned with the National Standards published in *Moving into the Future: National Standards for Physical Education, 2<sup>nd</sup> Edition* by The National Association for Sport and Physical Education, (2004) and the California State Standards for Physical Education.