

# TUCSON UNIFIED SCHOOL DISTRICT

## PHYSICAL EDUCATION STANDARD

Grades K - 2  
(Approved Oct 2009)

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

The intent of this standard is the development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate the development of continued motor skill acquisition at all levels.

#### **Concept 1: Fundamental Movement Skills**

The concept of movement skills that form a foundation for all other motor skills.

PO 1. Demonstrate locomotor skills with age-appropriate ability.

PO 2. Demonstrate a variety of nonlocomotor skills.

PO 3. Perform movement concepts in physical activity.

- *Spatial awareness*: personal space, direction, level, pathways, planes, dodging, fleeing, chasing, tagging
- *Body awareness*: shapes, balance, body weight transfer, flight
- Qualities of movement: time, speed, force, flow
- *Relationships*: among body parts, objects and people

PO 4. Demonstrate a variety of manipulative skills.

#### **Concept 2: Rhythmic Movement**

The concept of knowledge and skills to move in response to a beat or rhythm.

PO 1. Demonstrate movement skills to a rhythm.

#### **Concept 3: Complex or Specialized Movement Skills**

The concept of fundamental skills that have been refined and combined to allow for participation in more advanced movement and sport activities.

PO 1. Demonstrate a variety of developmentally appropriate specialized movement skills.

PO 2. Integrate a skill to the demands of a modified, small-sided game situation.

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

The intent of this standard is the facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the knowledge and application of concepts and scientific principles that enhance the likelihood of independent learning.

#### **Concept 1: Movement Concepts**

The concept of movement knowledge that enhances the quality and effectiveness of movement.

PO 1. Identifies correct body planes.

PO 2. Identifies various body parts.

PO 3. Demonstrate corrections to movement errors in response to instructional feedback.

PO 4. Repeat, perform and explain cue words (critical elements) of a variety of fundamental skills.

**TUCSON UNIFIED SCHOOL DISTRICT**  
**PHYSICAL EDUCATION STANDARD**

Grades K - 2

**Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.** (contd.)

**Concept 2: Scientific Principles**

The concept of movement, fitness, and wellness knowledge that influence participation in physical activity.

- PO 1. Identify the effects that physical activity has on the body.
- PO 2. List and define the components of health-related fitness.
- PO 3. Demonstrate exercises that can improve each component of health-related fitness.
- PO 4. Define physical fitness.
- PO 5. Identify warm-up and cool-down activities in relation to physical activities.
- PO 6. Recognize the relationship between physical activity and the activity pyramid.
- PO 7. Recognize that different types of exercise achieve different types of fitness.
- PO 8. Explains that appropriate practice improves performance.
- PO 9. Identify sun safe practices.

**Concept 3: Strategies and Tactics**

The concept of applying skills and game knowledge to engage successfully in physical activity.

- PO 1. Move to the open space.

**Strand 3: Participates regularly in physical activity both during and beyond the structured physical education class.**

The intent of this standard is to establish patterns of regular participation in personally meaningful physical activity. This standard connects with what is taught in physical education class with students' choices for physical activity during and outside of the regular school day. Students are more likely to participate in physical activity if they have learned to engage in a variety of moderate to vigorous physical activities within a structured physical education program. This standard targets two dependent components critical to developing an active, healthy lifestyle: a structured physical education program and physical activity during students' discretionary time (e.g., before school, recess, lunchtime, after school, weekends). It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes for poor behavior or to make up work for absences.

**Concept 1: Physical Activity in a Physical Education Program**

The concept of physical activity in a structured physical education class led by a certified, qualified specialist.

- PO 1. Participate in instructionally-appropriate moderate to vigorous physical activity (MVPA) for at least 50% of structured physical education classes.
- PO 2. Engage in moderate to vigorous physical activity on an intermittent basis in physical education classes.

**Concept 2: Physical Activity Outside a Physical Education Program**

The concept of physical activity that occurs before school, during recess, at lunchtime, after school, and/or on weekends.

- PO 1. Participate in a variety of physical activities outside the structured physical education program.
- PO 2. Engage in moderate to vigorous physical activity on an intermittent basis outside physical education classes.
- PO 3. Accumulate at least 60 minutes of physical activity daily, or on most days.

# TUCSON UNIFIED SCHOOL DISTRICT

## PHYSICAL EDUCATION STANDARD

Grades K - 2

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

The intent of this standard is the development of students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health-related fitness components include aerobic fitness, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis rather than setting a single standard for all students at a given grade level. Moreover, students become more skilled in their ability to self-assess, plan, perform, interpret results, and monitor physical activities appropriate for developing a health-enhancing level of physical fitness. It is INAPPROPRIATE to use fitness testing scores to determine student grades. Best practices in physical education call for the use of criterion-referenced health-related fitness assessments as opposed to norm-referenced (percentile) assessments.

#### **Concept 1: Health-Related Fitness**

The concept of fitness that forms one's overall health status. In grades K-2, fitness testing is not considered developmentally appropriate and therefore should not be employed with children in these grades.

- PO 1. Demonstrate sufficient muscular strength to be able to bear body weight.
- PO 2. Engage in a series of fitness exercises based upon time, not repetitions, that includes all health-related components of fitness.
- PO 3. Participate in a variety of games and activities that increase breathing and heart rate.
- PO 4. Recognize that health-related physical fitness consists of several different components.
- PO 5. Demonstrate a variety of modified exercises for each health-related component of fitness.

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

This standard reflects the development towards self initiated behaviors that promote personal and group success in all physical activities. These behaviors include but are not limited to safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, positive social interaction. It also includes respect toward teachers, other students and, the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity. Similarities and differences include, but are not limited to, characteristics of culture, ethnicity, skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

#### **Concept 1: Personal Behavior**

The concept that personal behavior influences interactions in a physical activity setting.

- PO 1. Follows directions given in class.
- PO 2. Demonstrates safe use of equipment during all class activities.
- PO 3. Follows safety protocols during physical activity.
- PO 4. Reports the results of practice and participation honestly.
- PO 5. Works independently while exploring movement tasks.
- PO 6. Uses practice time wisely and appropriately.

#### **Concept 2: Social Behavior**

The concept of understanding that social interactions in influence success and enjoyment in physical activity.

- PO 1. Works in a diverse group setting without interfering with others.
- PO 2. Accepts all classmates without regard to personal differences.
- PO 3. Demonstrate the elements of socially acceptable conflict resolution during class activity.
- PO 4. Shows compassion for others by helping them.
- PO 5. Takes turns willingly with others.

**TUCSON UNIFIED SCHOOL DISTRICT**  
**PHYSICAL EDUCATION STANDARD**

Grades K - 2

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

This standard reflects the development of an awareness of intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can be enjoyable, challenging, and fun and provides opportunities for self-expression and social interaction. These benefits can develop self-confidence, promote a positive self-image, and continue a healthy, active lifestyle. As a result of these benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

**Concept 1: Values Physical Activity**

The concept of understanding that physical activity is physically, socially, and emotionally meaningful.

- PO 1. Identify several physical activities that are enjoyable.
- PO 2. Exhibit both verbal and non-verbal expressions of enjoyment.
- PO 3. Participates in new skills and movement activities.
- PO 4. Continue to participate when not successful.
- PO 5. Express positive feelings on progress made while learning a new movement skill.