

## CHA Physical Education Standards for Kindergarten through 5<sup>th</sup> Grade.

Physical education teachers will provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. They will not, however, use the standards to compare students. The standards and outcomes consider differences in cultural norms and access to resources outside of school and include alternative activities to engage students. The standards include modifications and adaptations for students with disabilities based on the Adapted Physical Education National Standards. Physical education teachers may modify terminology when implementing the standards to ensure that students understand the concepts.

**Standard 1:** Students will demonstrate competency in a variety of motor skills and movement patterns. Motor skills, Balance, Weight Transfer, and Rhythmic Skills, Manipulative Skills.

**Standard 2:** Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. Movement Concepts and Strategies.

**Standard 3:** Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** Students will exhibit responsible personal and social behavior that respects self and others.

**Standard 5:** Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Motor Skills</b>						
1. Locomotor	<p>Demonstrate emerging pattern in locomotor skills while maintaining balance (jog, run, gallop, slide, skip, jump, and hop). PE1.1.Ka</p> <p>Demonstrate mature pattern in locomotor skills in isolation (walk). PE1.1.Kb</p>	Demonstrate mature pattern in locomotor skills in isolation (jog, run, gallop, slide, jump, and hop). PE1.1.1	<p>Demonstrate mature pattern in locomotor skills in isolation (skip). PE1.1.2a</p> <p>Demonstrate a sequence of locomotor skills, transitioning smoothly from one skill to another. PE1.1.2b</p>	<p>Demonstrate mature pattern in locomotor skills in isolation (leap, jump, and land in a horizontal plane, and jump and land in a vertical plane). PE1.1.3a</p> <p>Apply mature pattern in locomotor skills in a variety of activities. PE1.1.3b</p>	<p>Apply mature pattern in locomotor skills in a variety of lead-up activities and small-sided game play. PE1.1.4a</p> <p>Demonstrate appropriate pacing in a variety of running distances. PE1.1.4b</p>	<p>Apply mature pattern in locomotor skills in a variety of activities, modified games, and small-sided game play. PE1.1.5a</p> <p>Apply appropriate pacing in a variety of running distances. PE1.1.5b</p>
2. Nonlocomotor	Demonstrate emerging pattern in nonlocomotor skills while maintaining balance (rock, sway, push, pull, bend, stretch, twist, turn, and swing). PE1.2.K	Demonstrate mature pattern in nonlocomotor skills in isolation (rock, sway, push, pull, bend, stretch, twist, turn, and swing). PE1.2.1	Demonstrate a sequence of nonlocomotor skills, transitioning smoothly from one skill to another. PE1.2.2	Apply mature pattern in nonlocomotor skills in a variety of activities. PE1.2.3	Apply mature pattern in nonlocomotor skills in a variety of lead-up activities and small-sided game play. PE1.2.4	Apply mature pattern in nonlocomotor skills in a variety of activities, modified games, and small-sided game play. PE1.2.5
<b>Balance, Weight Transfer, and Rhythmic Skills</b>						
3. Balance	Demonstrate static balance on different bases of support. PE1.3.K	Demonstrate static balance on different bases of support with different body shapes. PE1.3.1	Demonstrate static balance on different bases of support, combining levels and shapes. PE1.3.2	Demonstrate static and dynamic balance in a variety of activities. PE1.3.3	Apply static and dynamic balance in a variety of lead-up activities and small-sided game play. PE1.3.4	Apply static and dynamic balance in a variety of activities, modified games, and small-sided game play. PE1.3.5
4. Weight Transfer	Developmentally appropriate/emerging outcomes first appear in grade	Demonstrate weight transfer from one body part to another in self-	Demonstrate weight transfer from feet to different bases of support for static or	Demonstrate weight transfer from feet to hands for momentary weight	Demonstrate weight transfer from feet to hands, varying speed and using	Apply weight transfer in a variety of activities. PE1.4.5

	1.	space. PE1.4.1	dynamic balance. PE1.4.2	support. PE1.4.3	large extensions. PE1.4.4	
5. Rhythm	Demonstrate rhythmic skills in response to teacher-led creative activities. PE1.5.K	Demonstrate rhythmic skills combining locomotor and nonlocomotor movement. PE1.5.1	Demonstrate rhythmic skills combining locomotor, nonlocomotor, and manipulative skills. PE1.5.2	Demonstrate rhythmic skills in a teacher- or student-designed activity. PE1.5.3	Demonstrate rhythmic combinations to perform a routine. PE1.5.4	Create and demonstrate a routine using complex rhythmic combinations. PE1.5.5
<b>Manipulative Skills</b>						
6. Underhand Throw	Demonstrate emerging pattern in an underhand throw. PE1.6.K	Demonstrate mature pattern in an underhand throw. PE1.6.1a	Demonstrate mature pattern in an underhand throw for distance. PE1.6.2a	Demonstrate mature pattern in an underhand throw at varying distances. PE1.6.3a	Demonstrate mature pattern in an underhand throw to a moving partner. PE1.6.4a	Apply mature pattern in an underhand throw in a variety of activities, modified
		underhand throw using different sizes and types of objects. PE1.6.1b	Demonstrate mature pattern in an underhand throw to a large, stationary target. PE1.6.2b	Demonstrate mature pattern in an underhand throw to a partner or target with reasonable accuracy. PE1.6.3b	Demonstrate mature pattern in an underhand throw with accuracy. PE1.6.4b	sided game play. PE1.6.5
7. Overhand Throw	Demonstrate emerging pattern in an overhand throw. PE1.7.K	Demonstrate emerging pattern in an overhand throw. PE1.7.1	Demonstrate emerging pattern in an overhand throw using different sizes and types of	Demonstrate mature pattern in an overhand throw. PE1.7.3	Demonstrate mature pattern in an overhand throw for distance. PE1.7.4a Demonstrate mature pattern in an overhand throw to a partner or target with reasonable accuracy. PE1.7.4b	Demonstrate mature pattern in an overhand throw at varying distances. PE1.7.5a Demonstrate mature pattern in an overhand throw to a moving partner. PE1.7.5b  Demonstrate mature pattern in an overhand throw in a variety of activities, modified games, and small-

						sided game play. PE1.7.5c
8. Catch	Demonstrate emerging pattern while catching a dropped ball before it bounces twice. PE1.8.Ka  Demonstrate emerging pattern while catching a large ball that is tossed by a skilled thrower. PE1.8.Kb	Demonstrate emerging pattern while catching a soft object from a self-toss before it bounces. PE1.8.1a  Demonstrate emerging pattern while catching balls of various sizes that are self-tossed or tossed by a skilled thrower. PE1.8.1b	Demonstrate mature pattern while catching a large ball that is self-tossed or tossed by a skilled thrower. PE1.8.2	Demonstrate mature pattern while catching at different levels in a static environment. PE1.8.3a  Demonstrate mature pattern while catching a gently tossed hand-sized ball from a partner. PE1.8.3b	Apply mature pattern in catching in a variety of lead-up activities and small-sided game play. PE1.8.4	Apply mature pattern in catching in a variety of activities, modified games, and small-sided game play. PE1.8.5
9. Hand Dribble	Demonstrate emerging pattern while hand-dribbling continuously in self-space using preferred hand. PE1.9.K	Demonstrate emerging pattern while hand-dribbling continuously using preferred hand while walking in general space. PE1.9.1	Demonstrate mature pattern while hand-dribbling continuously in self-space with preferred hand. PE1.9.2a	Demonstrate mature pattern while hand-dribbling continuously in general space with preferred hand. PE1.9.3a	Demonstrate mature pattern while hand-dribbling continuously in general space with nonpreferred hand. PE1.9.4a	Apply mature pattern while hand-dribbling in a variety of activities, modified games, and small-sided game play. PE1.9.5

			Demonstrate emerging pattern while hand-dribbling continuously in self-space using nonpreferred hand. PE1.9.2b	Demonstrate mature pattern while hand-dribbling in self-space with nonpreferred hand. PE1.9.3b	Demonstrate mature pattern while hand-dribbling in general space in a variety of lead-up activities and small-sided game play. PE1.9.4b	
10. Foot Pass/Kick	Demonstrate emerging pattern while passing and kicking a stationary ball with preferred	Demonstrate emerging pattern while passing and kicking with preferred foot when	Demonstrate emerging pattern while passing and kicking along the ground with the	Demonstrate mature pattern while passing and kicking along the ground with the inside of the foot to a	Demonstrate mature pattern while passing with the feet to a moving partner in a static	Apply mature pattern while passing, kicking, and punting in a variety of activities,

	foot. PE1.10.K	approaching a stationary ball.	inside of the foot to a target or PE1.10.2a Demonstrate emerging pattern while passing and kicking a moving ball with the inside of the foot. PE1.10.2b	target or stationary partner. PE1.10.3a Demonstrate emerging pattern while passing and kicking a ball in the air. PE1.10.3b  Demonstrate emerging pattern while punting in isolation. PE1.10.3c	environment. PE1.10.4a Demonstrate while passing and kicking a ball in the air. PE1.10.4b  Demonstrate mature pattern while punting in isolation. PE1.10.4c	modified games, and small-sided
11. Foot Trap/Receive	Demonstrate emerging pattern while receiving with the preferred foot when stationary. PE1.11.K	Demonstrate emerging pattern while receiving with the preferred foot when stationary. PE1.11.1	Demonstrate emerging pattern while receiving with the nonpreferred foot when stationary. PE1.11.2	Demonstrate mature pattern while receiving with the foot when stationary. PE1.11.3	Demonstrate mature pattern while receiving with the foot when moving in a static environment. PE1.11.4	Apply mature pattern while receiving with the foot in a variety of activities, modified games, and small-sided game play. PE1.11.5
12. Foot Dribble	Demonstrate emerging pattern while foot-dribbling with light force when walking. PE1.12.K	Demonstrate emerging pattern while foot-dribbling with the preferred and nonpreferred foot at a slow speed. PE1.12.1	Demonstrate mature pattern while foot-dribbling with both feet at a slow speed. PE1.12.2	Demonstrate mature pattern while foot-dribbling at a slow to moderate jogging speed. PE1.12.3	Demonstrate mature pattern while foot-dribbling in a variety of lead-up activities and small-sided game play. PE1.12.4	Apply mature pattern while foot-dribbling in a variety of activities, modified games, and small-sided game play. PE1.12.5
13. Strike/Volley, Hands and Arms	Demonstrate emerging pattern while striking a lightweight object upward with an open palm. PE1.13.K	Demonstrate emerging pattern while striking an object upward with an open palm or forearms. PE1.13.1	Demonstrate emerging pattern while striking an object upward continuously with an open palm or forearms. PE1.13.2	Demonstrate emerging pattern while striking an object underhand or sidearm, sending it upward and forward. PE1.13.3	Demonstrate mature pattern while striking an object underhand in a variety of lead-up activities and small-sided game play. PE1.13.4a	Apply mature pattern while striking an object underhand in a variety of activities, modified games, and small-sided game play. PE1.13.5a
					Demonstrate emerging pattern while striking an	Demonstrate mature pattern while striking an

					object with a two-handed overhead pass, sending it upward. PE1.13.4b	object with a two-handed overhead pass, sending it upward to a target. PE1.13.5b
14. Strike, Short Implement	Demonstrate emerging pattern while striking a lightweight object with a short-handled implement. PE1.14.K	Demonstrate emerging pattern while striking a lightweight object upward continuously with a short-handled implement. PE1.14.1	Demonstrate mature pattern while striking an object upward continuously with a short-handled implement. PE1.14.2	Demonstrate emerging pattern while striking an object with a short-handled implement, sending it forward. PE1.14.3	Demonstrate mature pattern while striking an object with a short-handled implement, sending it forward. PE1.14.4	Demonstrate mature pattern while striking an object with a short-handled implement in a variety of activities, modified games, and small-sided game play. PE1.14.5
15. Strike, Long Implement	Demonstrate emerging pattern while striking a large ball off a tee with an oversized lightweight bat. PE1.15.Ka	Demonstrate emerging pattern while striking a large ball off a tee with a lightweight bat. PE1.15.1a	Demonstrate emerging pattern while striking a ball off a tee with a lightweight bat. PE1.15.2a	Demonstrate emerging pattern while striking a ball tossed by a skilled thrower with a bat. PE1.15.3a	Demonstrate emerging pattern while striking a tossed ball with a bat. PE1.15.4a	Demonstrate mature pattern while striking a pitched ball with a bat. PE1.15.5a
	Demonstrate emerging pattern while striking a large object with a long-handled implement. PE1.15.Kb	Demonstrate emerging pattern while striking an object with a long-handled implement. PE1.15.1b	Demonstrate emerging pattern while striking an object with a long-handled implement to a target. PE1.15.2b	Demonstrate mature pattern while striking an object with a long-handled implement to a target. PE1.15.3b	Demonstrate mature pattern while striking an object with a long-handled implement in a variety of lead-up activities and small-sided game play. PE1.15.4b	Apply mature pattern while striking an object with a long-handled implement in a variety of activities, modified games, and small-sided game play. PE1.15.5b

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Movement Concepts and Strategies</b>						
1. Space	Demonstrate safe movement in personal and general space at a slow to moderate speed. PE2.1.K	Demonstrate safe movement in personal and general space at a moderate to fast speed. PE2.1.1	Demonstrate safe movement in personal space in a variety of increasingly complex activities. PE2.1.2	Demonstrate the concept of moving to open space and reducing open space. PE2.1.3	Apply the concept of moving to open space and reducing open space in a variety of lead-up activities and small-sided game play. PE2.1.4	Apply the concept of moving to open space and reducing open space in a variety of small-sided and modified game play. PE2.1.5
2. Pathways, Levels, and Relationships	Demonstrate movement in different pathways. PE2.2.K	Demonstrate movement in different levels. PE2.2.1	Demonstrate combinations of pathways, levels, and relationships in simple travel sequences. PE2.2.2	Demonstrate concepts of pathways, levels, and relationships in a variety of activities. PE2.2.3	Apply concepts of space, pathways, levels, and relationships in a variety of lead-up activities and small-sided game play. PE2.2.4	Apply concepts of space, pathways, levels, and relationships in a variety of small-sided and modified game play. PE2.2.5
3. Speed, Direction, and Force	Demonstrate movement in general space at varying speeds. PE2.3.K	Demonstrate movement at varying speeds, directions, and with different types of force. PE2.3.1	Demonstrate concepts of speed, direction, and force using locomotor skills. PE2.3.2	Demonstrate concepts of speed, direction, and force in a variety of activities. PE2.3.3a  Demonstrate concepts of speed, direction, and force using a manipulative. PE2.3.3b	Apply the concept of pacing in a variety of activities. PE2.3.4a  Apply concepts of direction and force when striking an object toward a designated area. PE2.3.4b	Apply speed, direction, and force in a variety of small-sided and modified game play. PE2.3.5
4. Strategies	Developmentally appropriate/emerging outcomes first appear in grade 2.	Developmentally appropriate/emerging outcomes first appear in grade 2.	Understand strategies in chasing and fleeing activities. PE2.4.2	Understand concepts of offense and defense in a variety of activities. PE2.4.3	Demonstrate offensive and defensive strategies in lead-up activities and small-sided game play. PE2.4.4	Apply offensive and defensive strategies in a variety of small-sided and modified game play. PE2.4.5

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Physical Activity						
1. Benefit of Physical Activity	Recognize active and inactive behaviors. PE3.1.K	Explain difference between physical activity and inactivity. PE3.1.1	Identify benefits of being physically active. PE3.1.2	Identify risks associated with physical inactivity. PE3.1.3	Describe impact of regular physical activity on health. PE3.1.4	Compare benefits of different levels of physical activity pyramid. PE3.1.5
2. Engagement in Physical Activity	Actively engage in physical education class. PE3.2.K	Actively engage in physical education class. PE3.2.1	Actively engage in physical education class. PE3.2.2	Actively engage in physical education class. PE3.2.3	Actively engage in physical education class. PE3.2.4	Actively engage in physical education class. PE3.2.5
Fitness						
3. Health-Related iness	Recognize moving fast causes faster heartbeat and faster breathing. PE3.3.K	Recognize physical activity makes the body more fit. PE3.3.1	<p>Recognize components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). PE3.3.2a</p> <p>Identify locations to palpate pulse rate. PE3.3.2b</p>	Describe components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). PE3.3.3	<p>Classify fitness assessments to corresponding components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). PE3.3.4a</p> <p>Recognize components of the FITT principle (frequency, intensity, time, type). PE3.3.4b</p>	<p>Identify activities used to develop components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). PE3.3.5a</p> <p>Describe benefits of components of health-related fitness. PE3.3.5b</p> <p>Describe components of the FITT principle. PE3.3.5c</p>

4. Skill-Related Fitness	Developmentally appropriate/emerging outcomes first appear in grade 4.	Developmentally appropriate/emerging outcomes first appear in grade 4.	Developmentally appropriate/emerging outcomes first appear in grade 4.	Developmentally appropriate/emerging outcomes first appear in grade 4.	Recognize components of skill-related fitness (agility, balance, coordination, power, reaction time, speed). PE3.4.4	Describe components of skill-related fitness (agility, balance, coordination, power, reaction time, speed). PE3.4.5
5. Fitness Assessment	Fitness assessments are not developmentally appropriate until grade 3.	Fitness assessments are not developmentally appropriate until grade 3.	Fitness assessments are not developmentally appropriate until grade 3.	Demonstrate proper form in fitness assessments. PE3.5.3	Use fitness assessment results to understand personal level of fitness. PE3.5.4	Analyze fitness assessment results for goal-setting and identify strategies for improvement. PE3.5.5
6. Engagement in Fitness Activities	Participate in developmentally appropriate activities to improve overall fitness. PE3.6.K	Participate in developmentally appropriate activities to improve overall fitness. PE3.6.1	Participate in developmentally appropriate activities to improve overall fitness. PE3.6.2	Participate in developmentally appropriate activities to improve overall fitness. PE3.6.3	Participate in developmentally appropriate activities to improve overall fitness. PE3.6.4	Participate in developmentally appropriate activities to improve overall fitness. PE3.6.5
7. Body Systems	Recognize basic structure and function of body systems (the heart is a muscle). PE3.7.Ka  Describe the five senses and related body parts. PE3.7.Kb	Recognize basic structure and function of the muscular and skeletal system (muscles move body). PE3.7.1	Recognize structure and function of the circulatory and respiratory system (lungs help with breathing). PE3.7.2	Describe connections between muscular and skeletal systems. PE3.7.3	Describe connections between body systems. PE3.7.4	Describe connections between body systems and their role in movement. PE3.7.5
8. Nutrition	Recognize food groups. PE3.8.Ka  Identify healthy and unhealthy foods. PE3.8.Kb  Recognize importance of	Match foods to food groups. PE3.8.1a  Describe effects on body of eating healthy and unhealthy foods. PE3.8.1b	Understand how to create a balanced meal. PE3.8.2a  Describe how each food group contributes to a healthy body. PE3.8.2b	Create a balanced meal. PE3.8.3a  List six nutrients (carbohydrates, fats, proteins, vitamins, minerals, water). PE3.8.3b	Create a balanced daily food plan. PE3.8.4a  Describe how each nutrient provides energy for the body. PE3.8.4b	Analyze a food journal to create a more balanced food plan. PE3.8.5a  Describe how body function and composition are affected by food

	eating breakfast. PE3.8.Kc	Understand food provides energy for body. PE3.8.1c		Understand relationship between caloric intake and expenditure. PE3.8.3c	Identify ways to balance caloric intake and expenditure. PE3.8.4c	consumption. PE3.8.5b  Analyze nutritional content of food using nutrition facts. PE3.8.5c
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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Personal Responsibility	Demonstrate responsible behavior when prompted. PE4.1.K	Demonstrate responsible use of equipment and space. PE4.1.1	Exhibit responsibility in teacher-directed activities. PE4.1.2	Participate independently for extended periods. PE4.1.3	Demonstrate responsible behavior in a variety of physical activity environments. PE4.1.4	Engage in responsible interpersonal behavior (peer to peer, student to teacher, student to referee). PE4.1.5
2. Rules and Etiquette	Recognize class protocols. PE4.2.Ka  Demonstrate how to follow directions. PE4.2.Kb	Demonstrate following rules and protocols. PE4.2.1	Accept responsibility and consequences for following rules and protocols. PE4.2.2	Understand role of etiquette in physical activities. PE4.2.3	Apply etiquette in physical activities. PE4.2.4	Analyze importance of etiquette in a variety of physical activities. PE4.2.5
3. Receiving and Providing Feedback	Demonstrate listening respectfully to feedback from teacher. PE4.3.K	Respond appropriately to feedback from teacher. PE4.3.1	Demonstrate listening respectfully to feedback from peers. PE4.3.2	Provide feedback respectfully to peers. PE4.3.3	Demonstrate accepting and implementing feedback from peers. PE4.3.4	Provide encouragement and feedback to peers without teacher prompting. PE4.3.5
4. Working with Others	Demonstrate how to share equipment and space with others. PE4.4.Ka  Demonstrate taking turns. PE4.4.Kb	Demonstrate working independently with others in a variety of environments. PE4.4.1a  Recognize conflict resolution skills. PE4.4.1b	Demonstrate working with others in partner environments. PE4.4.2a  Demonstrate conflict resolution skills. PE4.4.2b	Demonstrate working cooperatively with others. PE4.4.3a  Apply conflict resolution skills. PE4.4.3b	Recognize importance of accepting students of all skill abilities into physical activity. PE4.4.4a  Demonstrate conflict resolution using a variety of strategies. PE4.4.4b	Apply concept of inclusion by inviting students of all skill abilities into physical activities. PE4.4.5a  Apply conflict resolution using situationally appropriate strategies.

						PE4.4.5b
5. Safety	Demonstrate following directions for safe participation and proper use of equipment with minimal reminders. PE4.5.K	Demonstrate following directions for safe participation and proper use of equipment. PE4.5.1	Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.2	Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.3	Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.4	Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.5

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Challenge	Understand that some physical activities are challenging. PE5.1.K	Recognize challenges when learning a new physical activity. PE5.1.1	Recognize that perseverance in physical activities can lead to improvement. PE5.1.2	Describe how practice develops confidence in challenging physical activities. PE5.1.3	Understand that improving performance in challenging physical activities requires consistent practice. PE5.1.4	Explain how to overcome challenges essential for improvement. PE5.1.5
2. Self-Expression and Enjoyment	Identify positive feelings that result from participating in physical activity. PE5.2.K	Describe physical activities that are enjoyable. PE5.2.1	Describe reasons for enjoying physical activity. PE5.2.2	Identify physical activities that provide opportunities for self-expression. PE5.2.3	Identify physical activities for the purpose of self-expression and enjoyment. PE5.2.4	Analyze how various physical activities promote self-expression and enjoyment. PE5.2.5
3. Social Interaction	Recognize that physical activity can help develop friendships. PE5.3.K	Identify that physical activity promotes opportunity for social interaction. PE5.3.1	Understand that physical activities can foster cooperation. PE5.3.2	Describe how physical activities can promote positive social interactions. PE5.3.3	Describe social benefits gained from participating in physical activity. PE5.3.4a  Describe physical activities that promote camaraderie. PE5.3.4b	Describe social benefits of engaging in partner, small-group, and large-group physical activities. PE5.3.5