

Wichita Public Schools

K-12 Physical Education Program Standards

Curriculum Alignment Guide



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SHAPE Content Standard #1 Motor Skills and Movement Patterns

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level	Locomotor
	Benchmark
K	Attempt the following locomotor skills while maintaining balance (hop, gallop, run, slide, skip, jump, leap).
1	Perform the following locomotor skills using a mature motor pattern while maintaining balance (hop, gallop, jog, slide), attempts to skip, leap, jump, and land.
2	Perform skip, leap, jump, and land using mature motor pattern.
3	Differentiate between jog, run, and sprint, transitions between locomotor skills smoothly.
4	Use various locomotor skills in games and activities.
5	Combine locomotor skills and use of equipment in games and activities.

SUGGESTED TEACHING CUES:

Gallop - hound chases the fox
 Skip - step, hop, step, hop
 Slide - step, together, step, together

Different types of Jumps:

Hop - one foot
 Jump - both feet
 Leap - one foot to the other

Different Pathways:

Zig Zag
 Curved
 Straight
 Figure 8



SHAPE Content Standard #1

Motor Skills and Movement Patterns

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Grade Level	Throwing
	Benchmark
K	Toss an object underhand showing opposition, demonstrate the difference between overhand throw and underhand toss.
1	Demonstrate underhand toss and overhand throw showing opposition.
2	Throw an object overhand showing opposition and side orientation.
3	Throw overhand showing opposition, side orientation, and with appropriate force from a variety of distances.
4	Throw overhand using a mature motor pattern towards a target.
5	Throw overhand using a mature motor pattern towards a target while showing increased accuracy.
6	Throw an object to a moving target in games and physical activities demonstrating a mature motor pattern using a variety of objects in an offensive and defensive situation.
7	Throw an object consistently to a moving target in games and physical activities demonstrating a mature motor pattern using a variety of objects in an offensive and defensive situation.
8	Throw a variety of objects consistently with power and velocity to a moving target in game situations.
High School	Throw a variety of objects with increased accuracy to a moving target in a game situation.

SUGGESTED TEACHING CUES:

Underhand Toss

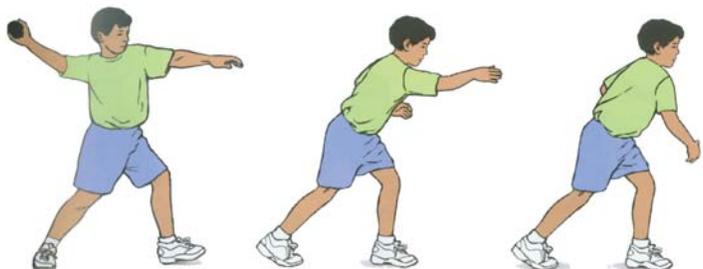
Face target
Step with opposite foot
"Up Up and Away" arm swing

Overhand Throw

Side to target
Point to target
By your ear
Follow through to target
Rotate hips

MATURE MOTOR PATTERN:

Steps with opposite foot
Rotates hips
Follows through toward target



SHAPE Content Standard #1 Motor Skills and Movement Patterns

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Grade Level	Catching
	Benchmark
K	Catch a self-bounced or tossed object.
1	Catch a self-bounced object after one bounce or a tossed object from a partner.
2	Catch a bounced and tossed object from a partner using only hands.
3	Catch an object thrown overhand from a partner using only hands.
4	Catch an object demonstrating a mature motor pattern.
5	Catch an object at a variety of levels demonstrating a mature motor pattern.
6	Catch with hands or equipment a variety of objects while moving, demonstrating a mature motor pattern in varying practice tasks.
7	Catch with hands or equipment using a mature motor pattern with various objects in small-sided game play.
8	Catch with hands or equipment in a dynamic environment or small-sided game play.
High School	Move to catch an object while changing speeds and directions.

SUGGESTED TEACHING CUES:

Eyes on object
Reach for object
Absorb the force
Thumbs together above waist - Pinkies together below waist
Move to meet the ball

MATURE MOTOR PATTERN:

Elbows flexed
Catches with hands alone
Absorbs force
Eyes track ball



SHAPE Content Standard #1

Motor Skills and Movement Patterns

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Grade Level	Rhythms
	Benchmark
K	Repeat a combination of at least two rhythmic patterns led by the teacher using both sides of the body and crossing the midline.
1	Repeat combination of at least three rhythmic movements led by the teacher using both sides of the body and crossing the midline.
2	Follow a combination of rhythmic movements to music with a specific tempo (slow-slow, fast-fast-fast) using both sides of the body and crossing the midline.
3	Perform a combination of rhythmic movements/dance steps alone, with a partner, or group using both sides of the body, and crossing the midline.
4	Individually incorporate equipment into simple rhythmic movements/dance steps. (bean bags, balls, ropes, etc.)
5	Incorporate a variety of equipment to rhythmic movements/dance steps with a partner or in a small group (jump bands, tinkling, etc.) or create a dance alone, with a partner, or a small group.
6	Can incorporate a variety of equipment to rhythmic movements while following correct steps or patterns. (jump ropes, cup stacks, tinkling, lummi sticks, aerobic steps)
7	Can incorporate a variety of equipment to rhythmic movements and be able to create at least one 8-count measure on their own, with a partner or in a group.
8	Can incorporate a variety of equipment to rhythmic movements and is able to create a routine at least two measures long with a group.



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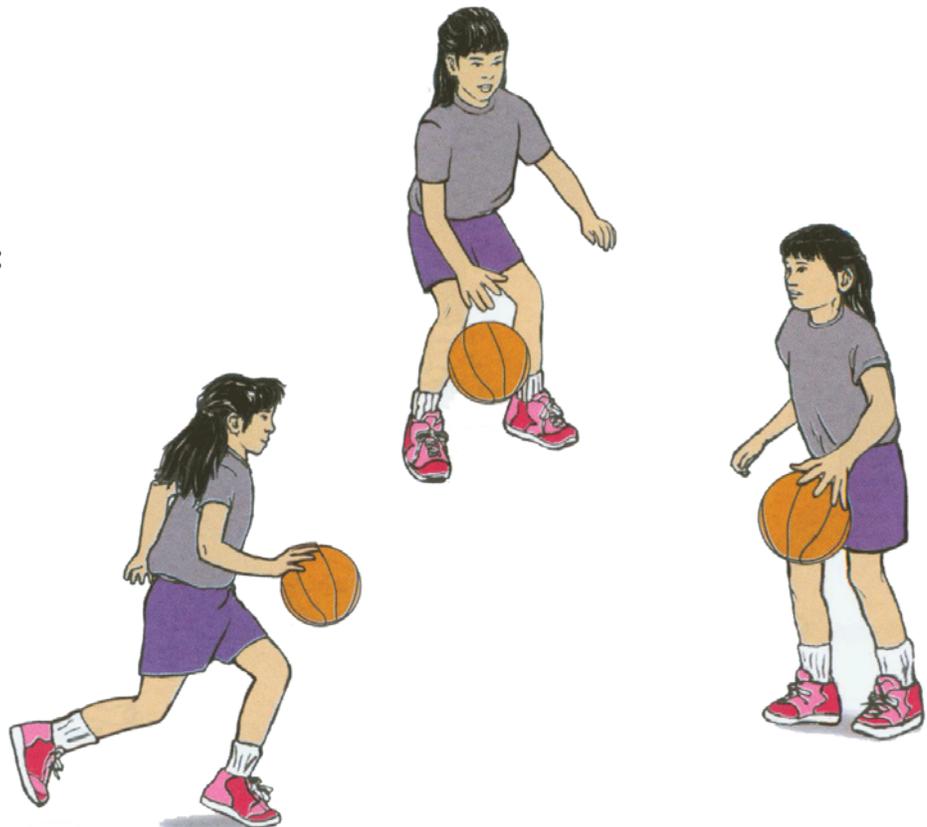
Grade Level	Dribble with Hands
	Benchmark
K	Dribble with either hand in self or general space.
1	Dribble with either hand in self and general space.
2	Dribble with dominant hand and attempt non-dominant hand in general space while starting and stopping movement.
3	Dribble with non-dominant hand in general space, and dominant hand under control at a slow or moderate speed.
4	Dribble with dominant hand using mature motor pattern, and non-dominant hand under control at a slow or moderate speed in general space.
5	Dribble with mature motor pattern using dominant or non-dominant hand while changing speeds and directions in games or physical activities.

SUGGESTED TEACHING CUES:

- Finger pads
- Push, don't slap
- Low and to the side
- Eyes forward, not on ball
- Head up

MATURE MOTOR PATTERN:

- Finger pads on ball
- Eyes forward, not on ball
- Ball is low and to the side
- Control



SHAPE Content Standard #1

Motor Skills and Movement Patterns

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level	Dribble with Feet
	Benchmark
K	Dribble with either foot.
1	Dribble with feet while walking in general space, keeping it close to the body.
2	Dribble with the inside of feet, in general space at a slow jog, while controlling the body and ball.
3	Dribble with inside of feet, in general space, at a moderate jogging speed, and under control.
4	Dribble with inside of feet at a moderate speed, while changing directions, with a mature motor pattern.
5	Dribble using inside and outside of feet while changing directions, speed and pathways; combine with other skills (passing, shooting, etc.) while demonstrating a mature motor pattern.

SUGGESTED TEACHING CUES:

Close
Tap, Tap
Eyes Look Over, Not On Ball



MATURE MOTOR PATTERN:

Keeps ball close and in control
Eyes over the ball
Uses both feet to control ball

Grade Level	Dribble with Hands and/or Feet
	Benchmark
6	Dribble with control using either hand and/or both feet showing a change in speed and direction in a variety of practice tasks.
7	Dribble with control using both dominant and non-dominant hand and/or feet showing a change in speed and direction in a variety of practice tasks.
8	Dribble with control using both dominant and non-dominant hand and/or feet showing a change in speed and direction in small-sided game play.
High School	Dribble with control while being defended in a game situation.

SHAPE Content Standard #1

Motor Skills and Movement Patterns

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level	Striking
	Benchmark
K	Strike a lightweight object using a short handled implement.
1	Strike an object in an upward or forward direction using a short handled implement.
2	Strike an object with a short or long handled implement showing proper grip.
3	Strike an object with a short or long handled implement showing proper grip and body orientation.
4	Strike an object with a short or long handled implement while demonstrating a mature motor pattern.
5	Strike a moving object with a short or long handled implement demonstrating a mature motor pattern.

SUGGESTED TEACHING CUES:

Bat

Side to target
Back hand on top
Check distance
Triangle with arms
Step with front foot and swing
Squish the bug with back foot

Paddle/Racket

Ready position
Step/Side to target
Step
Swing
Follow through

Hockey Stick

Hands spread apart
Face the target
Step with opposition
Push with bottom hand

MATURE MOTOR PATTERN:

Eyes on ball
Shows side orientation
Demonstrates proper grip
Steps toward target
Follows through



SHAPE Content Standard #1

Motor Skills and Movement Patterns

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level	Kick
	Benchmark
K	Kick a stationary ball.
1	Kick a stationary ball using an approach.
2	Kick a moving ball using an approach.
3	Using an approach, kick a moving ball along the ground and into the air; and kick a stationary ball toward a target with accuracy; attempts punting.
4	Demonstrate a mature motor pattern while performing kicks either along the ground, into the air, or punting.
5	Demonstrate a mature motor pattern while using a variety of kicks in games or activities.

SUGGESTED TEACHING CUES:

- Watch the ball
- Plant beside ball
- Shoe laces
- Kick
- Follow through



MATURE MOTOR PATTERN:

- Steps beside ball
- Contacts ball with top or sides of foot
- Follows through toward target

Grade Level	Strike/Kick
	Benchmark
6	Strikes or kicks an object using a body part or implement towards a target in practice tasks.
7	Strikes or kicks an object using a body part or implement towards a target with accuracy in small-sided games.
8	Strikes or kicks an object using a body part or implement towards a target over varying distances controlling velocity for accuracy in small-sided games.
High School	Strikes an object to change its trajectory in a game situation.

SHAPE Content Standard #1

Motor Skills and Movement Patterns

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level	Volley
	Benchmark
K	Using various body parts, volley a lightweight object (balloon, beach ball) sending it upward.
1	Using various body parts, volley a lightweight object consecutively, sending it upward.
2	Volley a lightweight object using hands to a partner.
3	Volley an object using a forearm (pass), to a partner.
4	Volley an object to a partner using a forearm (pass), demonstrating a mature motor pattern.
5	Volley an object using a mature motor pattern back and forth with a partner. Attempts two hand overhead pass (set).
6	Volley an object back and forth, using a forearm (pass) or two-hand overhead pass (set), demonstrating a mature motor pattern both with a partner and in a small group.
7	Volley an object with improved control using a forearm (pass) or two-hand overhead pass (set), demonstrating a mature motor pattern in small-sided game play.
8	Volley an object with improved control using a forearm (pass) or two-hand overhead pass (set), demonstrating a mature motor pattern in small-sided game play..
High School	Volley an object with increased velocity using a forearm (pass), or two-hand overhead pass (set), demonstrating a mature motor pattern to a target in a game situation.

SUGGESTED TEACHING CUES:

Kindergarten and First Grade

Tap, don't hit

Second Grade and Up

Knees bent, ready to move

Pass - shrug shoulders

Bump, don't swing

MATURE MOTOR PATTERN:

Keeps striking surface flat

Extends toward target

Moves into position



SHAPE Content Standard #1

Motor Skills and Movement Patterns

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Grade Level	Jump Rope
	Benchmark
K	Performs a single jump with a self-turned rope and/or a long rope one time.
1	Jumps forwards or backwards with a self-turned rope and/or a long rope multiple times.
2	Jumps forwards and backwards with a self-turned rope and/or jumps a long rope multiple times while staying in one spot.
3	Jumps rope using double and single bounce; attempts beginning skills with short rope and/or runs out of a long rope.
4	Jumps rope using mature motor pattern; performs beginning skills and attempts intermediate skills with short rope and/or run in, jump, and run out of long rope.
5	Jumps rope using mature motor pattern; performs intermediate skills and attempts advanced skills with short rope and/or perform skills or uses equipment while jumping long rope.

SUGGESTED TEACHING CUES:

- Arms extended
- Down and around
- Jump
- Elbows in
- Hands in small circles

MATURE MOTOR PATTERN:

- Proper grip
- Two foot jump on balls of feet
- Slight bend of knees



SHAPE Content Standard #1

Motor Skills and Movement Patterns

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Level	Serving
	Benchmark
6	Can execute an underhand serve with control for net/wall games in varying practice tasks.
7	Can execute consistently a legal underhand or overhand serve to a predetermined target for net/wall games in small-sided game play.
8	Can execute consistently a legal underhand and overhand serve with distance and accuracy for net/wall games in a *dynamic environment or modified game play.
High School	Can execute a serve with increased accuracy and power to a target area in a game situation.

*Dynamic Environment - An environment that is unpredictable and in motion.



SHAPE Content Standard #2

Learning Concepts

Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Grade Level	Benchmark
K	Understands the difference between various locomotor movements. Differentiate between personal and general space.
1	Understands the difference between low, medium and high levels of movement. Differentiates between over, under, around, and through.
2	Understands the difference between various pathways. Differentiate between speeds.
3	Identify motor skills used in specific games and physical activities. Differentiate between hard and soft force.
4	Describe mature motor pattern for various motor skills. Explain the concept of offense or defense.
5	Give specific feedback pertaining to a mature motor pattern. Describes the difference between offense and defense.
6	Can understand and recognize various positions of both offense and defense. Can understand and recognize the importance of open space during games and activities.
7	Can recognize strategies for both offensive and defensive positions in individual or group activities. Can understand and recognize the importance of quick transitions.
8	Can create at least one offensive and defensive strategy. Can open and close space during small sided games.
High School	Applies the terminology, movement concepts and principles to enhance individual and team activities.



SHAPE Content Standard #3

Fitness Concepts related to Physical Activity

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade Level	Benchmark
K	Actively participates in physical education class. Recognizes that when you move fast your heart beats faster and breathing is faster. Identify a physical activity outside of physical education class.
1	Identify two activities that make your heart beat faster. Identify cardiorespiratory endurance as a health related component of fitness.
2	Identify two of the five health related components of fitness. Identify an activity that works on each of those two components.
3	Identify three of the five health related components of fitness. Identify an activity that works on each of those three components.
4	Identify four of the five health related components of fitness. Identify an activity that works on each of those four components.
5	Identify the five health related components of fitness. Identify an activity that works on each of those five components. Identify the benefits of frequent physical activity outside of physical education class.
6	Can identify the five health related components of fitness and identify an activity that improves each component. Understands the meaning of Resting Heart Rate.
7	Can identify the physical, emotional and social benefits of good health, relating to the five health related components of fitness (i.e., Health Triangle). Understands Target Heart Rate.
8	Can recognize the importance of the five health components of fitness and create at least two goals for self-improvement. Is able to differentiate between Resting Heart Rate and Target Heart Rate.
High School	Can make a personal assessment of their lifestyle choices using the 7 dimensions of health.



SHAPE Content Standard #4 Personal and Social Responsibility

Exhibits responsible personal and social behavior that respects self and others.

Grade Level	Benchmark
K	Follows directions with minimal prompting. Demonstrates positive behavior towards teachers and peers. Moves in a safe manner.
1	Follows directions. Demonstrates positive behavior when working with a partner. Uses equipment properly.
2	Follows directions. Demonstrates positive behavior when working with a partner regardless of differences.
3	Is self-directed during skill practice time. Demonstrates positive behavior when working with a group.
4	Follows the rules of a game or activity. Demonstrates good sportsmanship.
5	Gives positive feedback to others. Demonstrates respectful attitude and conflict resolution skills.
6, 7, 8, High School	Shows respect to equipment, facilities, self and others. Accepts feedback appropriately. Accepts responsibility for improving one's own levels of physical activity and fitness. Provides encouragement to classmates of varying skill levels and participates cooperatively. Responds appropriately to conflict. Understands rules and etiquette for physical activities and games. Comes to class prepared and shows effort, while participating safely and appropriately.



SHAPE Content Standard #5

Values Physical Activity

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Grade Level	Benchmark
K	Tries new physical activities. Identifies a physical activity that is challenging.
1	Describe feelings that result from physical activities.
2	Describe positive ways to celebrate individual, partner or group success, during physical activity.
3	Describe the benefits of working with a partner or group during physical activity.
4	Describe the characteristics of a good sport and a bad sport.
5	Describe the results of good sportsmanship and bad sportsmanship during physical activity.
6	Describe how being physically active leads to a healthy body. Identify physical activities that are personally enjoyable.
7	Compare and contrast a sedentary lifestyle with an active lifestyle. Describe how various types of physical activities appeal to different people.
8	Describe the positive benefits that are gained through lifelong participation in physical activity.
High School	Identify and analyze personal benefits that are gained through lifelong participation in physical activity.



HEALTH TRIANGLE

- Develop thinking and decision making skills.
- Strive to learn new information.
- Learn how to deal with life's problems.
- Learn ways to deal with stress.

Mental

- Get along with family and friends.
- Make and keep friends.
- Work well with others.
- Disagree without fighting.
- Give and get support when needed.

Social

Physical

- Keeping fit by regular exercise.
- Eat a balanced diet.
- Maintain ideal weight.
- Practice good hygiene.
- Avoid tobacco, alcohol and drugs.
- Get plenty of rest (8-9 hours).