



K-12 Physical Education Program Standards

CURRICULUM ALIGNMENT GUIDE

USD 259 Physical Education Department
WICHITA PUBLIC SCHOOLS | 903 S. EDGEMOOR | WICHITA, KANSAS 67218

REVISED 2020

2020 Revisions

These revisions were completed by a committee of USD #259 elementary, middle, and high school physical educators. To begin the process, the committee looked at the overall goal of physical education - to teach students to participate in a lifetime of physical activity.

The committee used a top-down approach during this process. This means that the committee started with high school and worked its way down to kindergarten. This approach helped to narrow down the focus of what needed to be assessed with motor skills and the other standards. By narrowing the focus, the benchmarks became clear and concise. It also made the scaffolding from grade level to grade level become more apparent.

Through this process, the committee looked at the Wichita Public Schools physical education requirement for middle school students, which is one semester during three years. Due to this, the committee made the decision to write "Middle School" benchmarks, as opposed to writing benchmarks for each grade level (6, 7, and 8). This will make the benchmarks scaffold into high school much more fluently. While the focus for assessments was narrowed, there will still be many other important skills and concepts taught.

This also made it easier to align the grade level benchmarks, also known as targets, with the scales for standard referenced grading (SRG). The SRG scales give the student, the teacher, and the parent a clear picture of what needs to be achieved at each grade level. An example of a proficiency scale is found on the next page.

4.0	The student could perform the advanced content. On the physical education scales, this is the benchmark for <i>at least</i> one grade level above the given scale. This may also include students helping others with skill development.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content. At this level, the student has met their grade level benchmark, but may perform some of the elements of the 4.0 level.
3.0	This is our target content and where students should be on the scale. This is the grade level benchmark that is emphasized for the students to achieve. The student is considered to be proficient at this level.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content. At this level, the student can perform the foundational skills, but is only able to show some of the elements of the grade level benchmark or performs the grade level benchmark inconsistently.
2.0	This content is simpler and involves the teaching of foundational skills for the student to move towards proficiency. It involves the teaching of vocabulary and the necessary elements of the skills.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content. At this level, the student can only perform some of the foundational skills and recall some of the vocabulary.
1.0	With help, partial success at score 2.0 content and score 3.0 content. At this level the student is needing help to achieve some success at the 2.0 level and may show some of the elements of the 3.0 level.
0.5	With help, partial success at score 2.0 content but not at score 3.0 content. At this level the student does not show any evidence of the grade level benchmark.
0.0	Even with help, the student does not show success.

Essential Skills for a Lifetime of Physical Activity

All physical educators understand the need to teach the motor skills and movement patterns to students. The goal is to help students evolve in their skill development, which will help support them to be physically active for a lifetime. The focus on these skills at the elementary level, will help our middle school and high school students become more successful within their classes, and will help formulate mastery which they will be able to take with them far beyond the classroom. While there is an emphasis on these six motor skills as being essential, this does not mean the other motor skills and movement patterns are not important and should not be taught. Together, all of the motor skills and movement patterns, with the teacher's guidance, will help our students become physically literate individuals who have the ability to demonstrate competency in various skills and movement patterns.

Six motor skills have been identified and deemed necessary by the committee as "Essential Skills for a Lifetime of Physical Activity". These six skills should be a priority to be taught and assessed every school year. It is highly recommended that these six skills be on the teacher's yearly plan.

The Essential Skills for a Lifetime of Physical Activity are:

- Throwing
- Catching
- Striking
- Dribble with Hands
- Rhythms
- Locomotor Skills

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

CATCHING (ESSENTIAL SKILL)

Grade Level	Benchmark
Kdg.	Catch a self-bounced or tossed object.
1 st	Catch a self-bounced object after one bounce or a tossed object from a partner.
2 nd	Catch an object demonstrating proper hand positioning for above and below the waist catches.
3 rd	Catch an object from a partner using only the hands demonstrating proper hand position.
4 th	Catch an object demonstrating a mature motor pattern.
5 th	Catch an object demonstrating a mature motor pattern at a variety of levels or distances.
Middle School	Catch an object demonstrating a mature motor pattern in drills and lead-up games.
High School	Catch an object demonstrating a mature motor pattern in offensive and defensive situations.

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
Eyes track ball
Catch with hands alone, without trapping object against body
Absorb force with hands

Proper Hand Position – Sun Up/Sun Down

Above Waist/Sun Up – Fingertips up
Below Waist/Sun Down – Fingertips down

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DRIBBLE WITH FEET

Grade Level	Benchmark
Kdg.	Dribble an object with either foot.
1 st	Dribble with feet in general space while keeping the object close to the body.
2 nd	Dribble with feet in general space while controlling the object.
3 rd	Dribble with feet at varying speeds while keeping the object under control.
4 th	Dribble with feet demonstrating a mature motor pattern at varying speeds.
5 th	Dribble with feet demonstrating a mature motor pattern while changing speed and direction.
Middle School	Dribble with feet demonstrating a mature motor pattern while changing speed and direction in drills or lead-up games.
High School	Dribble with feet demonstrating a mature motor pattern, using control while changing speed and direction in drills or lead-up games.

SUGGESTED TEACHING CUES:

Keep object close to the body
Tap, Tap
Eyes forward

MATURE MOTOR PATTERN:

Keep object close to body
Object under control
Eyes forward
Use both feet to control object

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DRIBBLE WITH HANDS (ESSENTIAL SKILL)

Grade Level	Benchmark
Kdg.	Dribble with either hand in self space.
1 st	Dribble with either hand while moving in general space.
2 nd	Dribble with dominant hand under control in general space.
3 rd	Dribble with dominant hand under control at a moderate speed in general space. Dribble with non-dominant hand in self space.
4 th	Dribble with dominant hand demonstrating a mature motor pattern at varying speeds in general space. Dribble with non-dominant hand under control at varying speeds in general space.
5 th	Dribble with hands demonstrating a mature motor pattern while changing speed and direction.
Middle School	Dribble with hands demonstrating a mature motor pattern while changing speed and direction in drills or lead-up games.
High School	Dribble with hands demonstrating a mature motor pattern, using control, while changing speed and direction in drills and lead-up games.

SUGGESTED TEACHING CUES:

Finger pads on ball
Push the ball down
Keep ball low and to the side
Eyes forward

MATURE MOTOR PATTERN:

Finger pads on ball
Eyes forward
Keep ball low and to the side
Ball under control

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

JUMP ROPING

Grade Level	Benchmark
Kdg.	Perform a single jump with a self-turned rope and/or a long rope.
1 st	Jump forward or backward with a self-turned rope and/or a long rope multiple times.
2 nd	Jump forward and backward with a self-turned rope and/or jump a long rope multiple times while staying in one spot.
3 rd	Jump rope demonstrating a double and single bounce. Attempt beginner skills with short rope and/or run out of a long rope.
4 th	Jump rope demonstrating a mature motor pattern while performing beginner skills. Attempt intermediate skills with short rope and/or run in, jump and run out of long rope.
5 th	Jump rope demonstrating a mature motor pattern while performing intermediate skills. Attempt advanced skills with short rope and/or use equipment while jumping long rope.

SUGGESTED TEACHING CUES:

Arms extended
 Forward, backward, up and over
 Turn, then jump
 Turn, eyes, jump
 Jump when you see the rope
 Jump when your thumbs are down
 Elbows in
 Hands in small circles

MATURE MOTOR PATTERN:

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

** Multiple = 5 or more jumps

SKILLS:

Beginner

Forward
 Backward
 Single Bounce
 Double Bounce
 Hop
 Skier
 Bell
 Helicopter

Intermediate

Side Swing
 Straddle Cross
 Side Straddle
 Scissors
 Rocker

Advanced

Criss Cross
 Double Under
 Wounded Duck
 Pretzel

SHAPE CONTENT STANDARD #1 | MOTOR SKILLS AND MOVEMENT PATTERN

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

KICKING

Grade Level	Benchmark
Kdg.	Kick a stationary object.
1 st	Kick a stationary object using an approach.
2 nd	Kick a stationary object toward a target.
3 rd	Kick a moving object using an approach.
4 th	Kick a moving object demonstrating a mature motor pattern toward a target.
5 th	Kick a moving object demonstrating a mature motor pattern toward a target with increased accuracy.
Middle School	Kick a moving object demonstrating a mature motor pattern toward a target in drills and lead-up games.
High School	Kick a moving object demonstrating a mature motor pattern toward a target, with accuracy, in drills and lead-up games.

SUGGESTED TEACHING CUES:

Eyes on object
Plant opposite foot beside object
Contact object
Follow through

MATURE MOTOR PATTERN:

Plant opposite foot beside object
Contact object with top or side of foot
Follow through toward target

Types of Kicks:

Instep Kick
Shoelace Kick
Drop Kick
Punt

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

LOCOMOTOR (ESSENTIAL SKILL)

Grade Level	Benchmark
Kdg.	Demonstrate a walk, jog, run, gallop, and jump while maintaining balance. Attempt hop, slide, skip, and leap.
1 st	Demonstrate a hop and slide while maintaining balance. Attempt skip and leap.
2 nd	Demonstrate a skip and leap while maintaining balance.
3 rd	Demonstrate the difference between jog, run, and sprint. Transition between locomotor skills smoothly.
4 th	Demonstrate various locomotor skills in games and activities.
5 th	Demonstrate locomotor skills combined with 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

MIDDLE AND HIGH SCHOOL:

*In middle and high school, the locomotor skills will be reviewed while introducing the skill related components of fitness:

- Agility
- Balance
- Coordination
- Speed
- Power
- Reaction Time

SHAPE CONTENT STANDARD #1 | MOTOR SKILLS AND MOVEMENT PATTERN

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

RHYTHMS (ESSENTIAL SKILL)

Grade Level	Benchmark
Kdg.	Repeat a combination of at least two rhythmic patterns led by the teacher, using both sides of the body and crossing the midline.
1 st	Repeat a combination of at least three rhythmic movements led by the teacher, using both sides of the body and crossing the midline.
2 nd	Demonstrate 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 rd	Demonstrate a variety of rhythmic movements using both sides of the body and crossing the midline.
4 th	Demonstrate a combination of rhythmic movements alone, with a partner, or with a group, using both sides of the body and crossing the midline.
5 th	Demonstrate a variety of rhythmic movements using both sides of the body and crossing the midline, while following the correct steps or pattern with a leader.
Middle School	Demonstrate a variety of rhythmic movements while following a pattern with or without a leader. Create a routine independently, with a partner or small group.
High School	Demonstrate a variety of complex rhythmic movements with or without a leader. Create a routine independently, with a partner, or with a small group.

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

SERVING

Grade Level	Benchmark
Middle School	Serve an object under or overhand with control in drills or lead-up games.
High School	Serve an object under or overhand, inbounds, in drills or lead-up games.

** Serving may be taught at the elementary level, but will not be assessed.

SUGGESTED TEACHING CUES:

Overhand

- Ball in non-dominant hand
- Toss the ball accordingly (depending on use of racket or hand)
- Step with opposite foot
- Make contact above head
- Follow through toward target

Underhand

- Ball in non-dominant hand near the waist
- Align racket or hand with ball
- Step with opposite foot
- Make contact near the waist
- Follow through toward the target

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

STRIKING (ESSENTIAL SKILL)

Grade Level	Benchmark
Kdg.	Strike a lightweight object using a short-handled implement.
1 st	Strike an object in an upward or forward direction using a short-handled implement.
2 nd	Strike an object with a short- or long-handled implement showing proper grip.
3 rd	Strike an object with a short- or long-handled implement showing proper grip and proper body orientation.
4 th	Strike an object demonstrating a mature motor pattern with a short- or long-handled implement.
5 th	Strike a moving object demonstrating a mature motor pattern with a short- or long-handled implement.
Middle School	Strike an object demonstrating a mature motor pattern toward a target while under control in drills and lead-up games.
High School	Strike an object demonstrating a mature motor pattern while under control to change its direction in drills and lead-up games.

SUGGESTED TEACHING CUES:

Bat

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

Paddle/Racket

Ready position/athletic stance
 Paddle/racket back
 Step/side to target
 Contact the object
 Follow through

Hockey Stick

Hands apart
 Side to target
 Step with front foot
 Push with bottom hand

MATURE MOTOR PATTERN:

Eyes on object
 Show side orientation
 Demonstrate proper grip
 Step toward target
 Follow through

Ready Position/Athletic Stance

Feet shoulder width apart, slightly staggered
 Knees slightly bent
 Weight on the balls of the feet

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

THROWING (ESSENTIAL SKILL)

Grade Level	Benchmark
Kdg.	Throw an object overhand.
1 st	Throw an object overhand demonstrating side orientation.
2 nd	Throw an object overhand demonstrating side orientation and opposition.
3 rd	Throw an object overhand demonstrating side orientation, opposition, and with appropriate force, from a variety of distances.
4 th	Throw an object overhand demonstrating a mature motor pattern toward a target.
5 th	Throw an object overhand demonstrating a mature motor pattern toward a moving target.
Middle School	Throw an object demonstrating a mature motor pattern to a moving target during drills and lead-up games.
High School	Throw an object demonstrating a mature motor pattern to a moving target in offensive and defensive situations.

SUGGESTED TEACHING CUES:

Underhand Throw

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

Overhand Throw

Side to target
 Point to target
 Object by your ear
 Rotate hips and throw
 Follow through to target

MATURE MOTOR PATTERN:

Side to target
 Step with opposite foot
 Rotate hips
 Follow through toward target

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

VOLLEYING

Grade Level	Benchmark
Kdg.	Volley a lightweight object (balloon, beach ball, etc.) using various body parts.
1 st	Volley a lightweight object consecutively using hands.
2 nd	Volley a lightweight object to a partner using hands.
3 rd	Volley an object demonstrating a forearm pass.
4 th	Volley an object demonstrating the mature motor pattern of a forearm pass.
5 th	Volley an object demonstrating the mature motor pattern of a forearm pass in a small group.
Middle School	Volley an object demonstrating a mature motor pattern in drills and lead-up games. Attempt the two-hand overhead pass (set).
High School	Volley an object demonstrating the mature motor pattern of a forearm pass and/or set while under control in lead-up games.

SUGGESTED TEACHING CUES:

Kindergarten – 2nd Grade:

Tap lightly upward

3rd Grade and Up:

Knees bent

Ready to move

Shrug shoulders while keeping arms straight and still

MATURE MOTOR PATTERN/FOREARM PASS:

Move into position

Ready position/athletic stance

Hands connected with thumbs parallel and pointed down

Keep volleying surface flat

Extend toward target

MATURE MOTOR PATTERN/OVERHEAD PASS/SET:

Move into position

Ready position/athletic stance

Arms bent with elbows out

Make a triangle with fingers above forehead

Contact with finger pads

Extend arms upwards

Ready Position/Athletic Stance

Feet shoulder width apart, slightly staggered

Knees slightly bent

Weight on the balls of the feet

**Consecutively = 5 or more times

SHAPE CONTENT STANDARD #2 | LEARNING CONCEPTS

The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Grade Level	Benchmark
Kdg.	Demonstrate the difference between personal and general space.
1 st	Demonstrate and explain the difference between personal and general space.
2 nd	Demonstrate body control within personal and general space.
3 rd	Demonstrate body control within general space while traveling during activities.
4 th	Demonstrate the ability to move to open spaces during activities.
5 th	Demonstrate body control while on offense and defense.
Middle School	Utilize space correctly while on offense and defense in drills and lead-up games.
High School	Create strategies to utilize space while on offense and defense in drills and lead-up games.

**The focus for assessment will be on moving in space. Other important concepts will also be taught.

OTHER CONCEPTS TAUGHT:

Pathways

Straight
Curved
Zig Zag
Figure 8
Circular

Levels

High
Medium
Low

Directions

Forward
Backward
Sideways
Clockwise
Counter Clockwise

Spatial

Over
Under
Around
Through
Beside/Next to
In Front
Behind

Speed

Slow
Moderate
Fast

Force

Soft
Moderate
Hard

SHAPE CONTENT STANDARD #3 | FITNESS CONCEPTS RELATED TO PHYSICAL ACTIVITY

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade Level	Benchmark
Kdg.	Recognize an activity that increases a person’s heart rate and breathing.
1 st	Identify cardiovascular endurance as a health-related component of fitness.
2 nd	Identify cardiovascular endurance and flexibility as health-related components of fitness.
3 rd	Identify cardiovascular endurance, flexibility, and muscular endurance as health-related components of fitness.
4 th	Identify cardiovascular endurance, flexibility, muscular endurance, and muscular strength as health-related components of fitness.
5 th	Identify cardiovascular endurance, flexibility, muscular endurance, muscular strength, and body composition as the five health-related components of fitness.
Middle School	Identify the five health-related components of fitness and name an activity that improves each one.
High School	Develop a fitness plan using the five health-related components of fitness to improve personal health.

DEFINITIONS:

Cardiovascular Endurance – How well the heart and lungs work together over time.

Examples: Distance running, swimming, pacer.

Flexibility – The ability to move your joints through a full range of motion.

Examples: Yoga, sit and reach, trunk lift.

Muscular Endurance – The ability of the muscles to contract repeatedly over time.

Examples: Plank, wall sit, curl-ups.

Muscular Strength – The amount of force the muscle can produce one time.

Examples: Push-ups, pull-ups, maxing out.

Body Composition – The ratio of fat, bone, and muscle in the human body.

Examples: Balance of proper exercise and diet.

SHAPE CONTENT STANDARD #4 | PERSONAL AND SOCIAL RESPONSIBILITY

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Grade Level	Benchmark
Kdg.	Follow directions with minimal prompting. Demonstrate positive behavior toward teacher and peers. Move in a safe manner.
1 st	Follow directions. Demonstrate positive behavior when choosing a partner regardless of differences. Use equipment properly.
2 nd	Follow multi-step directions. Demonstrate positive behavior when working with a partner regardless of differences.
3 rd	Self-directed during skill practice time. Demonstrate positive behavior when working with a diverse group.
4 th	Follow the rules of a game or activity. Demonstrate good sportsmanship.
5 th	Give positive feedback to others. Demonstrate a respectful attitude and conflict-resolution skills.
Middle School/ High School	Show respect to equipment, facilities, self, and others. Accept feedback appropriately. Provide encouragement to classmates of varying skill levels. Respond appropriately to conflict. Understand the rules and etiquette for physical activities and games. Come to class prepared. Participate safely and appropriately.

BEHAVIOR/EMPLOYABILITY SKILLS TAUGHT:

Respect – To be nice and kind in one’s actions.

Courtesy – Being or acting polite to others.

Responsibility – It’s up to me; I am the one that myself and others depend on to make it happen.

Honesty – To tell the truth.

Sportsmanship – Playing by the rules and acting nice to others no matter if you are winning or losing.

Confidence – A feeling of “I can do it!”

Judgement – To make a decision or form an opinion.

Perseverance – To keep going no matter what.

Integrity – Knowing the difference between right and wrong; doing the right thing even when no one is looking.

SHAPE CONTENT STANDARD #5 | RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Grade Level	Benchmark
Kdg.	Identify physical activities that are enjoyable.
1 st	Identify physical activities that are important for good health.
2 nd	Identify the reasons why physical activity is important for good health.
3 rd	Describe how being physically active leads to a healthy body.
4 th	Describe physical activities that can be done for a lifetime to enhance overall health.
5 th	Describe the benefits gained through a lifetime of participation in physical activity.
Middle School	Explain the importance of benefits gained through a lifetime of participation in physical activity.
High School	Develop a list of lifetime activities using resources (technology, fliers, ads, etc.) within the community.