



K-12 Physical Education Program Standards

GRADE LEVEL BENCHMARKS

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

KINDERGARTEN BENCHMARKS

STANDARD #1 | MOTOR SKILLS AND MOVEMENT PATTERNS

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Denotes essential skill)*

***Catching** - Catch a self-bounced or tossed object.

Dribble with Feet - Dribble an object with either foot.

***Dribble with Hands** - Dribble with either hand in self space.

Jump Roping - Perform a single jump with a self-turned rope and/or a long rope.

Kicking - Kick a stationary object.

***Locomotor** - Demonstrate a walk, jog, run, gallop, and jump while maintaining balance. Attempt hop, slide, skip, and leap.

***Rhythms** - Repeat a combination of at least two rhythmic patterns led by the teacher, using both sides of the body and crossing the midline.

***Striking** - Strike a lightweight object using a short-handled implement.

***Throwing** - Throw an object overhand.

Volleying - Volley a lightweight object (balloon, beach ball, etc.) using various body parts.

STANDARD #2 | LEARNING CONCEPTS

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

Demonstrate the difference between personal and general space.

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.

Recognize an activity that increases a person's heart rate and breathing.

STANDARD #4 | PERSONAL AND SOCIAL RESPONSIBILITY

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

Follow directions with minimal prompting.

Demonstrate positive behavior toward teacher and peers.

Move in a safe manner.

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.

Identify physical activities that are enjoyable.

1ST GRADE BENCHMARKS

STANDARD #1 | MOTOR SKILLS AND MOVEMENT PATTERNS

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Denotes essential skill)*

***Catching** - Catch a self-bounced object after one bounce or a tossed object from a partner.

Dribble with Feet - Dribble with feet in general space while keeping the object close to the body.

***Dribble with Hands** - Dribble with either hand while moving in general space.

Jump Roping - Jump forward or backward with a self-turned rope and/or a long rope multiple times.

Kicking - Kick a stationary object using an approach.

***Locomotor** - Demonstrate a hop and slide while maintaining balance. Attempt skip and leap.

***Rhythms** - Repeat a combination of at least three rhythmic movements led by the teacher, using both sides of the body and crossing the midline.

***Striking** - Strike an object in an upward or forward direction using a short-handled implement.

***Throwing** - Throw an object overhand demonstrating side orientation.

Volleying - Volley a lightweight object consecutively using hands.

STANDARD #2 | LEARNING CONCEPTS

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

Demonstrate and explain the difference between personal and general space.

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.

Identify cardiovascular endurance as a health-related component of fitness.

STANDARD #4 | PERSONAL AND SOCIAL RESPONSIBILITY

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

Follow directions.

Demonstrate positive behavior when choosing a partner regardless of differences.

Use equipment properly.

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.

Identify physical activities that are important for good health.

2ND GRADE BENCHMARKS

STANDARD #1 | MOTOR SKILLS AND MOVEMENT PATTERNS

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Denotes essential skill)*

***Catching** - Catch an object demonstrating proper hand positioning for above and below the waist catches.

Dribble with Feet - Dribble with feet in general space while controlling the object.

***Dribble with Hands** - Dribble with dominant hand under control in general space.

Jump Roping - Jump forward and backward with a self-turned rope and/or jump a long rope multiple times while staying in one spot.

Kicking - Kick a stationary object toward a target.

***Locomotor** - Demonstrate a skip and leap while maintaining balance.

***Rhythms** - 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.

***Striking** - Strike an object with a short- or long-handled implement showing proper grip.

***Throwing** - Throw an object overhand demonstrating side orientation and opposition.

Volleying - Volley a lightweight object to a partner using hands.

STANDARD #2 | LEARNING CONCEPTS

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

Demonstrate body control within personal and general space.

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.

Identify cardiovascular endurance and flexibility as health-related components of fitness.

STANDARD #4 | PERSONAL AND SOCIAL RESPONSIBILITY

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

Follow multi-step directions.

Demonstrate positive behavior when working with a partner regardless of differences.

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.

Identify the reasons why physical activity is important for good health.

3RD GRADE BENCHMARKS

STANDARD #1 | MOTOR SKILLS AND MOVEMENT PATTERNS

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Denotes essential skill)*

- *Catching** - Catch an object from a partner using only the hands demonstrating proper hand position.
- Dribble with Feet** - Dribble with feet at varying speeds while keeping the object under control.
- *Dribble with Hands** - Dribble with dominant hand under control at a moderate speed in general space. Dribble with non-dominant hand in self space.
- Jump Roping** - Jump rope demonstrating a double and single bounce. Attempt beginner skills with short rope and/or run out of a long rope.
- Kicking** - Kick a moving object using an approach.
- *Locomotor** - Demonstrate the difference between jog, run, and sprint. Transition between locomotor skills smoothly.
- *Rhythms** - Demonstrate a variety of rhythmic movements using both sides of the body and crossing the midline.
- *Striking** - Strike an object with a short- or long-handled implement showing proper grip and proper body orientation.
- *Throwing** - Throw an object overhand demonstrating side orientation, opposition, and with appropriate force, from a variety of distances.
- Volleying** - Volley an object demonstrating a forearm pass.

STANDARD #2 | LEARNING CONCEPTS

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

Demonstrate body control within general space while traveling during activities.

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.

Identify cardiovascular endurance, flexibility, and muscular endurance as health-related components of fitness.

STANDARD #4 | PERSONAL AND SOCIAL RESPONSIBILITY

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

Self-directed during skill practice time.
Demonstrate positive behavior when working with a diverse group.

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.

Describe how being physically active leads to a healthy body.

4TH GRADE BENCHMARKS

STANDARD #1 | MOTOR SKILLS AND MOVEMENT PATTERNS

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Denotes essential skill)*

***Catching** - Catch an object demonstrating a mature motor pattern.

Dribble with Feet - Dribble with feet demonstrating a mature motor pattern at varying speeds.

***Dribble with Hands** - 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.

Jump Roping - 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.

Kicking - Kick a moving object demonstrating a mature motor pattern toward a target.

***Locomotor** - Demonstrate various locomotor skills in games and activities.

***Rhythms** - Demonstrate a combination of rhythmic movements alone, with a partner, or with a group, using both sides of the body and crossing the midline.

***Striking** - Strike an object demonstrating a mature motor pattern with a short- or long-handled implement.

***Throwing** - Throw an object overhand demonstrating a mature motor pattern toward a target.

Volleying - Volley an object demonstrating the mature motor pattern of a forearm pass.

STANDARD #2 | LEARNING CONCEPTS

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

Demonstrate the ability to move to open spaces during activities.

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.

Identify cardiovascular endurance, flexibility, muscular endurance, and muscular strength as health-related components of fitness.

STANDARD #4 | PERSONAL AND SOCIAL RESPONSIBILITY

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

Follow the rules of a game or activity.

Demonstrate good sportsmanship.

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.

Describe physical activities that can be done for a lifetime to enhance overall health.

5TH GRADE BENCHMARKS

STANDARD #1 | MOTOR SKILLS AND MOVEMENT PATTERNS

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Denotes essential skill)*

***Catching** - Catch an object demonstrating a mature motor pattern at a variety of levels or distances.

Dribble with Feet - Dribble with feet demonstrating a mature motor pattern while changing speed and direction.

***Dribble with Hands** - Dribble with hands demonstrating a mature motor pattern while changing speed and direction.

Jump Roping - 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.

Kicking - Kick a moving object demonstrating a mature motor pattern toward a target with increased accuracy.

***Locomotor** - Demonstrate locomotor skills combined with equipment in games and activities.

***Rhythms** - 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.

***Striking** - Strike a moving object demonstrating a mature motor pattern with a short- or long-handled implement.

***Throwing** - Throw an object overhand demonstrating a mature motor pattern toward a moving target.

Volleying - Volley an object demonstrating the mature motor pattern of a forearm pass in a small group.

STANDARD #2 | LEARNING CONCEPTS

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

Demonstrate body control while on offense and defense.

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.

Identify cardiovascular endurance, flexibility, muscular endurance, muscular strength, and body composition as the five health-related components of fitness.

STANDARD #4 | PERSONAL AND SOCIAL RESPONSIBILITY

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

Give positive feedback to others. Demonstrate a respectful attitude and conflict-resolution skills.

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.

Describe the benefits gained through a lifetime of participation in physical activity.

MIDDLE SCHOOL BENCHMARKS

STANDARD #1 | MOTOR SKILLS AND MOVEMENT PATTERNS

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Denotes essential skill)*

***Catching** - Catch an object demonstrating a mature motor pattern in drills and lead-up games.

Dribble with Feet - Dribble with feet demonstrating a mature motor pattern while changing speed and direction in drills or lead-up games.

***Dribble with Hands** - Dribble with hands demonstrating a mature motor pattern while changing speed and direction in drills or lead-up games.

Kicking - Kick a moving object demonstrating a mature motor pattern toward a target in drills and lead-up games.

***Locomotor** – *In middle and high school, the locomotor skills will be reviewed while introducing the skill related components of fitness: Agility, Balance, Coordination, Speed, Power, and Reaction Time.

***Rhythms** - 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.

Serving - Serve an object under or overhand with control in drills or lead-up games.

***Striking** - Strike an object demonstrating a mature motor pattern toward a target while under control in drills and lead-up games.

***Throwing** - Throw an object demonstrating a mature motor pattern to a moving target during drills and lead-up games.

Volleying - Volley an object demonstrating a mature motor pattern in drills and lead-up games. Attempt the two-hand overhead pass (set).

STANDARD #2 | LEARNING CONCEPTS

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

Utilize space correctly while on offense and defense in drills and lead-up games.

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.

Identify the five health-related components of fitness and name an activity that improves each one.

STANDARD #4 | PERSONAL AND SOCIAL RESPONSIBILITY

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

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.

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.

Explain the importance of benefits gained through a lifetime of participation in physical activity.

HIGH SCHOOL BENCHMARKS

STANDARD #1 | MOTOR SKILLS AND MOVEMENT PATTERNS

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Denotes essential skill)*

- ***Catching** - Catch an object demonstrating a mature motor pattern in offensive and defensive situations.
- Dribble with Feet** - Dribble with feet demonstrating a mature motor pattern, using control while changing speed and direction in drills or lead-up games.
- ***Dribble with Hands** - Dribble with hands demonstrating a mature motor pattern, using control, while changing speed and direction in drills and lead-up games.
- Kicking** - Kick a moving object demonstrating a mature motor pattern toward a target, with accuracy, in drills and lead-up games.
- ***Locomotor** – *In middle and high school, the locomotor skills will be reviewed while introducing the skill related components of fitness: Agility, Balance, Coordination, Speed, Power, and Reaction Time.
- ***Rhythms** - Demonstrate a variety of complex rhythmic movements with or without a leader. Create a routine independently, with a partner, or with a small group.
- Serving** - Serve an object under or overhand, inbounds, in drills or lead-up games.
- ***Striking** - Strike an object demonstrating a mature motor pattern while under control to change its direction in drills and lead-up games.
- ***Throwing** - Throw an object demonstrating a mature motor pattern to a moving target in offensive and defensive situations.
- Volleying** - Volley an object demonstrating the mature motor pattern of a forearm pass and/or set while under control in lead-up games.

STANDARD #2 | LEARNING CONCEPTS

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

Create strategies to utilize space while on offense and defense in drills and lead-up games.

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.

Develop a fitness plan using the five health-related components of fitness to improve personal health.

STANDARD #4 | PERSONAL AND SOCIAL RESPONSIBILITY

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

- 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.

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.

Develop a list of lifetime activities using resources (technology, fliers, ads, etc.) within the community.