

Unit/Lesson/Activity _____

Date(s) _____

Arizona State Comprehensive Health Education Standards

Physical Activity Standards For The Readiness Level (Grade K)

(e.g. 1PA-R1: #=# of Standard; PA=Physical Activity; R = Readiness; # = # of substandard) (PO = Performance Objective)

STANDARD 1 - Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

1PA-R1. Demonstrate progress toward the mature form of selected manipulative, locomotor and nonlocomotor skills.

- PO 1. Demonstrate a variety of manipulative skills (e.g., strike, throw, dribble, kick, roll, catch trap, punt and volley).
- PO 2. Demonstrate locomotor skills (e.g., walk, run, hop, jump, skip, slide, gallop, and leap).
- PO 3. Demonstrate a variety of nonlocomotor skills (e.g., bend, turn, twist, balance, stretch, push, pull, rock, sway).

1PA-R2. Demonstrate mature form in walking and running.

- PO 1. Same as concept.

1PA-R3. Identify fundamental movement patterns (e.g., skip, strike).

- PO 1. Recognize movement patterns of manipulative, locomotor and nonlocomotor skills.

1PA-R4. Identify a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy levels weights, balance, twist).

- PO 1. Demonstrate an understanding of movement concepts in physical activity (space awareness, body awareness, qualities of movement and relationship).

1PA-R5. Describe appropriate concepts to performance (e.g., change direction while running).

- PO 1. Perform movement concepts in physical activity.
 - space awareness:* personal space, direction, level, pathways, planes
 - body awareness:* shapes, balance, body, weight transfer, flight
 - qualities of movement:* time, speed, force, flow
 - relationships:* among body parts, objects and people with people

STANDARD 2 - Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

2PA-R1. Identify that physical activity is necessary to build good physical fitness.

- PO 1. Explain that physical fitness is the ability to work and play with energy to spare.
- PO 2. Identify feelings that result from participation in fitness activities.

2PA-R2. Identify that there are different parts of physical fitness.

- PO 1. Explain that warm-up activity and cool-down are essential parts of a fitness activity.

2PA-R3. Identify the different parts of physical fitness.

- PO 1. Demonstrate aerobic, muscular strength, muscular endurance and flexibility activities.

STANDARD 3 - Students exhibit a physically active lifestyle.

3PA-R1. Engage in moderate to vigorous physical activity.

- PO 1. Participate regularly in physical moderate to vigorous physical activity.
- PO 2. Participate regularly in gross motor activity of a moderate to vigorous nature.

3PA-R2. Select and participate in activities that require some physical exertion during personal choice times.

- PO 1. Explain how some physical exertion is good for personal well being..
- PO 2. Participate in a wide variety of activities outside of physical education class.

3PA-R3. Identify likes and dislikes connected with participation in physical activity.

- PO 1. Explain how exercise is good for one's health.

STANDARD 4 - Students achieve and maintain a health-enhancing level of physical fitness.

4PA-R1. Sustain moderate to vigorous physical activity for short periods of time.

- PO 1. Same as concept.

4PA-R2. Identify the physiological signs (e.g., fast heart rate, increased breathing) of moderate physical activity.

- PO 1. Recognize that moderate physical activity increases heart rate and breathing rate.

STANDARD 5 - Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

5PA-R1. Apply, with teacher reinforcement, classroom rules and procedures and safe practices .

- PO 1. Follow identified rules and procedures.
- PO 2. Work in a group setting without interfering with others.
- PO 3. Handle and care for equipment safely and responsibly.

5PA-R2. Share space and equipment with others.

- PO 1. Take turns using a piece of equipment.
- PO 2. Participate in physical activity, respecting others' personal space.

STANDARD 6 - Students demonstrate understanding and respect for differences among people in physical activity settings.

6PA-R1. Interact positively with students in class regardless of personal differences (e.g., race, gender, disability).

- PO 1. Participate with peers without regard to personal differences (e.g., race, gender, ability).

6PA-R2. Demonstrate cooperation with others in group tasks.

- PO 1. Demonstrate willingness to participate in all group activities.
- PO 1. Explain how sharing with others can lead to positive feelings (e.g., acceptance, belonging to the group).

STANDARD 7 - Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

7PA-R1. Engage in physical activities.

- PO 1. Explain that activity is good for one's health.
- PO 2. Identify feelings that result from participation in physical activities.
- PO 3. Participate in a variety of activities that require varying degrees of physical exertion (e.g., large group games, aerobic activities, fine motor).

7PA-R2. Try new movement activities and skills.

- PO 1. Participate in a wide variety of physical activities.

Comments _____

