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Standards for K-3 Social, Emotional and Intellectual Habits

SUBJECT AREA CONNECTION: Physical Education DATE: December 2014 AUTHOR: Dr. Jean Mee

Reference: <u>Healthy and Balanced Living Curriculum Framework for Physical Education</u> (CSDE, 2006) [under revision]

The Framework provides the blueprint for districts to address the health and energy balance of students and guide them toward becoming well-informed, health literate individuals, as well as competent, confident and joyful movers.

The standards were developed by applying the following characteristics of a literate person within the context of health and fitness: critical thinker and problem solver; responsible, productive citizen; self-directed learner; and effective communicator.

Domain: Social Habits	& Intellectual	By Kindergarten		By Grade 4	
Learning experiences will support children to:		This is evident, for example, when children:	Physical Education Content Standard	This is evident, for example, when children:	Physical Education Content Standard
Develop a	Self-	P9.1. Demonstrate	Motor Skill Performance	E.9.1.	Motor Skill Performance
positive self-	Awareness	coordination in gross motor	P9.1	Demonstrate developmentally	E9.1
concept		and fine motor tasks using	P9.3	mature form in the	E9.2
		control, balance, strength	P9.5	fundamental movement skills:	E9.3
		and coordination; and	Applying Concepts and	locomotor, nonlocomotor and	Engaging in Physical Activity
		demonstrate progress	Strategies	manipulative, in a closed	E11.2
		toward the mature form of	P10.1	environment (skills in	Physical Fitness
		selected fundamental motor	Benefits of Physical Activity	isolation)	E12.2
		skills	P14.6		E12.3
				E.9.2. Demonstrate simple	Benefits of Physical Activity
		P.9.3. Apply problem-solving		applications combining	E14.1
		skills in movement-related		locomotor, nonlocomotor and	
		activities by solving simple		manipulative skills to	
		movement challenges		participate in developmentally	
		involving body parts in		appropriate movement and	
		isolation or in combination		fitness activities	
		P.9.5. Respond to cues and		E.9.3. Explore and adapt	
		problem-solve as well as use		fundamental movement skills	
		problem-solve as well as use		runuamental movement skills	

	and coordination; and	P10.1 Benefits of Physical Activity	locomotor, nonlocomotor and manipulative, in a closed	Benefits of Physical Activity E14.4
	control, balance, strength	Strategies	fundamental movement skills:	E9.3
as competent and capable	coordination in gross motor and fine motor tasks using	P9.1 Applying Concepts and	Demonstrate developmentally mature form in the	E9.1 E9.2
Sense of self	P9.1. Demonstrate	Motor Skill Performance	E.9.1.	Motor Skill Performance
			5.0.4	
			feelings	
	guidance		make choices based on those	
	and activities with teacher		physical activity and begin to	
	attempting movement skills		feelings about participating in	
	success and confidence by		E.14.1. Express and identify	
	P.14.6. Develop individual			
			personal health status	
	general space		fitness, nutritional levels and	
	demonstrating personal and		results with overall physical	
	concepts by identifying and		correctly associate these	
	show understanding of space		of formal fitness testing and	
	ball softly or with force); and		E.12.3 Understand the results	
	distinguishing when to kick a			
	balance activities,		activity	
	momentary stillness in		during and after physical	
	skills (e.g., demonstrating		perspiration, thirst) of exercise	
	apply them to psychomotor		body temperature,	
	movement concepts and		indicators (e.g., heart rate,	
	understanding of quality of		E.12.2 Recognize physiological	
	body parts; show			
	identifying large and small		affect the body	
	awareness concepts by		movements and how they	
	understanding of body		understanding of a variety of	
	P.10.1. Demonstrate an		E.11.2. Demonstrate an	
	general space		environments	
	whole self in personal and		in a variety of dynamic	

		demonstrate progress toward the mature form of selected fundamental motor skills P.10.1. Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills (e.g., demonstrating momentary stillness in balance activities, distinguishing when to kick a ball softly or with force); and show understanding of space concepts by identifying and demonstrating personal and general space P.14.6. Develop individual success and confidence by attempting movement skills and activities with teacher guidance	Р14.6	environment (skills in isolation) E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities E.9.3. Explore and adapt fundamental movement skills in a variety of dynamic environments E.14.4. Experience personal challenges through physical activity E.14.5. Understand that practicing activities increases specific skill competence	E14.5
Develop a positive attitude toward learning	Sense of self as a learner	P.14.2. Participate in creative movement and dance; identify several activities that are personally	Benefits of Physical Activity P14.2 P14.6	E.13.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety	Responsible Behavior E13.1 E13.2 Benefits of Physical Activity E14.1

				514.2
	enjoyable; and use a variety		practices and procedures; and	E14.2
	of means for self-expression		demonstrate etiquette and	
			good sportsmanship in a	
			variety of physical activity	
			settings	
			E.13.2. Work independently	
			or cooperatively and	
			productively with partners or	
			in small groups to complete	
			assigned tasks	
			E.14.1. Express and identify	
			feelings about participating in	
			physical activity and begin to	
			make choices based on those	
			feelings	
			Teenings	
			E.14.2. Use physical activity as	
			a means of self-expression	
Curiosity and				Benefits of Physical Activity
initiative				E14.6
Cooperation	P.10.3. Follow safety and	Applying Concepts and	E.13.1. Understand,	Responsible Behavior
during	age-appropriate classroom	Strategies	participate in the	E13.1
learning	and playground rules and	P10.3	development of, and follow	E13.2
experiences	procedures	Responsible Behavior	classroom rules; follow	Benefits of Physical Activity
		P13.1	activity-specific rules, safety	E14.3
	P.13.1. Demonstrate safe	Benefits of Physical Activity	practices and procedures; and	
	behavior for self and toward	P14.3	demonstrate etiquette and	
	others by following		good sportsmanship in a	
	established class rules,		variety of physical activity	
	procedures and safe		settings	

		practices with teacher guidance and reinforcement P.14.3. Demonstrate appropriate social interactions with peers during physical activity (e.g., sharing, taking turns, following rules, playing cooperatively) with teacher guidance and reinforcement		 E.13.2. Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks E.14.3. Use physical activity as a positive opportunity for social and group interaction 	
Identify and understand emotions of self and others	Identifying and understanding emotions			E.13.3. Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities	Responsible Behavior E13.3
	Empathy			E.13.3. Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities	Responsible Behavior E13.3
Develop positive interpersonal relationships	Social awareness and interpersonal skills	P.14.3. Demonstrate appropriate social interactions with peers during physical activity (e.g., sharing, taking turns, following rules, playing	Benefits of Physical Activity P14.3	E.14.3. Use physical activity as a positive opportunity for social and group interaction	Benefits of Physical Activity E14.3

		cooperatively) with teacher guidance and reinforcement			
	Responsible decision making and social problem solving	 P.9.3. Apply problem-solving skills in movement-related activities by solving simple movement challenges involving body parts in isolation or in combination P.9.5. Respond to cues and problem-solve as well as use whole self in personal and general space P.10.3. Follow safety and age-appropriate classroom and playground rules and Procedures 	Motor Skill Performance P9.3 P9.5 Applying Concepts and Strategies P10.3		
	Conflict resolution	P.13.4. Use age-appropriate conflict resolution strategies; seek help from adults or peers when conflict arises; and engage in developing solutions and work to resolve conflicts	Responsible Behavior P13.4	E.13.4. Develop skills needed for resolving conflicts peacefully	Responsible Behavior E13.4
Executive Function	Working memory and meta- cognition	P.9.2. Demonstrate the ability to stop and start on a signal; combine sequences of several motor skills in an organized way; and move	Motor Skill Performance P9.2 Applying Concepts and Strategies P10.1	E.10.3. Demonstrate knowledge of rules, safety practices and procedures of specific activities	Applying Concepts and Strategies E10.3

	through an environment	Engaging in Physical		
	with body control	Activity		
	with body control	P11.2		
		P11.2		
	P.10.1. Demonstrate an			
	understanding of body			
	awareness concepts by			
	identifying large and small			
	body parts; show			
	understanding of quality of			
	movement concepts and			
	apply them to psychomotor			
	skills (e.g., demonstrating			
	momentary stillness in			
	balance activities,			
	distinguishing when to kick a			
	ball softly or with force); and			
	show understanding of space			
	concepts by identifying and			
	demonstrating personal and			
	general space			
	P.11.2. Demonstrate			
	understanding that different			
	movements are performed			
	by different body parts,			
	singly and in combination			
	(e.g., kicking with foot,			
	throwing with hand)			
Cognitive	P.10.1. Demonstrate an	Applying Concepts and	E.11.3. Apply the	Engaging in Physical Activity
flexibility	understanding of body	Strategies	understanding of physical	E11.3
	awareness concepts by	P10.1	activity concepts to	Physical Fitness
	identifying large and small	P10.2	developing movement	E12.3
	body parts; show			

	understanding of quality of movement concepts and apply them to psychomotor skills (e.g., demonstrating momentary stillness in balance activities, distinguishing when to kick a ball softly or with force); and show understanding of space concepts by identifying and demonstrating personal and general space P.10.2. Recognize that some movements, activities and noises are appropriate for indoors/small spaces, and some for outdoors/large spaces		sequences and game strategies E.12.3 Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status	
Self-regulation of impulses and emotional reaction	P.10.1. Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills (e.g., demonstrating momentary stillness in balance activities, distinguishing when to kick a ball softly or with force); and show understanding of space	Applying Concepts and Strategies P10.1 P10.3 Responsible Behavior P13.1 P13.2	 E.13.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings E.13.2. Work independently or cooperatively and 	Responsible Behavior E13.1 E13.3

	concepts by identifying and		productively with partners or	
	demonstrating personal and		in small groups to complete	
	general space		assigned tasks	
	P.10.3. Follow safety and age-appropriate classroom and playground rules and procedures P.13.1. Demonstrate safe			
	behavior for self and toward			
	others by following			
	established class rules,			
	procedures and safe			
	practices with teacher			
	guidance and reinforcement			
	P.13.2. Interact			
	appropriately with peers and familiar adults (e.g., sharing,			
	taking turns, following rules)			
	with teacher guidance and			
	reinforcement; stay on task			
	for short periods with			
	teacher supervision; listen			
	quietly without interruption			
	for short periods with			
	teacher reinforcement; and			
	exhibit self-control in group			
	situations			
Managing	P.13.1. Demonstrate safe	Responsible Behavior	E.13.2. Work independently	Responsible Behavior
attention and		P13.1	or cooperatively and	E13.2
behavior	others by following	P13.2		

		established class rules,		productively with partners or	
		procedures and safe		in small groups to complete	
		practices with teacher		assigned tasks	
		guidance and reinforcement			
Logic and	Critical and	P.9.2. Demonstrate the	Motor Skill Performance	E.9.2. Demonstrate simple	Motor Skill Performance
reasoning	analytical	ability to stop and start on a	P9.2	applications combining	E9.2
	thinking	signal; combine sequences of	Applying Concepts and	locomotor, nonlocomotor and	E9.3
		several motor skills in an	Strategies	manipulative skills to	E9.4
		organized way; and move	P10.1	participate in developmentally	E9.5
		through an environment	P10.2	appropriate movement and	Applying Concepts and
		with body control	Engaging in Physical	fitness activities	Strategies
			Activity		E10.2
		P.10.1. Demonstrate an	P11.2	E.9.3. Explore and adapt	Engaging in Physical Activity
		understanding of body	P11.3	fundamental movement skills	E11.2
		awareness concepts by	P11.4	in a variety of dynamic	E11.3
		identifying large and small	Physical Fitness	environments	Physical Fitness
		body parts; show	P12.1		E12.1
		understanding of quality of	Benefits of Physical Activity	E.9.4. Acquire beginning skills	E12.2
		movement concepts and	P14.5	for a few specialized	E12.3
		apply them to psychomotor		movement forms	
		skills (e.g., demonstrating			
		momentary stillness in		E.9.5. Participate in a variety	
		balance activities,		of modified games,	
		distinguishing when to kick a		developmentally appropriate	
		ball softly or with force); and		tasks, activities, creative	
		show understanding of space		movement, dance and play	
		concepts by identifying and			
		demonstrating personal and		E.10.2. Recognize critical	
		general space		performance skill elements in	
		-		self and others using	
		P.10.2. Recognize that some		movement vocabulary	
		movements, activities and			
		noises are appropriate for		E.11.2. Demonstrate an	

indoors/mall monoper and	understanding of a variaty of	
indoors/small spaces, and	understanding of a variety of	
some for outdoors/large	movements and how they	
spaces	affect the body	
P.11.2. Demonstrate	E.11.3. Apply the	
understanding that different	understanding of physical	
movements are performed	activity concepts to	
by different body parts,	developing movement	
singly and in combination	sequences and game	
(e.g., kicking with foot,	strategies	
throwing with hand)		
	E.12.1 Demonstrate	
P.11.3. Combine a sequence	understanding of the	
of several motor skills in an	relationship between activities	
organized way	and physical fitness	
	components (e.g.,	
P.11.4. Participate in healthy	cardiorespiratory endurance,	
physical activity, and	muscular strength and	
demonstrate understanding	endurance, flexibility,	
that physical activity is	nutritional status and body	
beneficial to good health	composition)	
5		
P.12.1 Demonstrate	E.12.2 Recognize physiological	
understanding that different	indicators (e.g., heart rate,	
physical activities have	body temperature,	
different effects on the body	perspiration, thirst) of exercise	
(e.g., running, walking and	during and after physical	
sitting cause heartbeat and	activity	
breathing to be faster, not as		
fast, and slow, respectively)	E.12.3 Understand the results	
	of formal fitness testing and	
P.13.2. Interact	correctly associate these	
appropriately with peers and	results with overall physical	
familiar adults (e.g., sharing,		
iaininai audits (E.g., sharing,		

	taking turns, following rules)		fitness, nutritional levels and	
	with teacher guidance and		personal health status	
	reinforcement; stay on task			
	for short periods with			
	teacher supervision; listen			
	quietly without interruption			
	for short periods with			
	teacher reinforcement; and			
	exhibit self-control in group			
	situations			
	P.14.5. Recognize the			
	difference between physical			
	activity levels in different			
	children's tasks (e.g., sitting			
	at sand table compared to			
	playing tag)			
 Applying	P.9.4. Acquire initial gross-	Motor Skill Performance	E.9.3. Explore and adapt	Motor Skill Performance
known	and fine-motor skills needed	P9.4	fundamental movement skills	E9.3
information to	for engagement in	Physical Fitness	in a variety of dynamic	
new	developmentally appropriate	P12.1	environments	Applying Concepts and
experiences	tasks, activities, creative			Strategies
	movement, dance and play		E.10.2. Recognize critical	E10.2
	,		performance skill elements in	Engaging in Physical Activity
	P.12.1 Demonstrate		self and others using	E11.2
	understanding that different		movement vocabulary	E11.3
	physical activities have		,	Benefits of Physical Activity
	different effects on the body		E.11.2. Demonstrate an	E14.6
	(e.g., running, walking and		understanding of a variety of	-
	sitting cause heartbeat and		movements and how they	
	breathing to be faster, not as		affect the body	
	fast, and slow, respectively)			
1	rase, and slow, respectively)			

	Reasoning and problem solving	 P.9.3. Apply problem-solving skills in movement-related activities by solving simple movement challenges involving body parts in isolation or in combination P.12.2 Developmentally appropriate recognition of the effects of physical activity and exercise P.14.5. Recognize the difference between physical activity levels in different children's tasks (e.g., sitting at sand table compared to playing tag) 	Motor Skill Performance P9.3 Physical Fitness P12.2 Benefits of Physical Activity P14.5	 E.11.3. Apply the understanding of physical activity concepts to developing movement sequences and game strategies E.14.6. Experiment with new physical activities E.9.3. Explore and adapt fundamental movement skills in a variety of dynamic environments E.11.2. Demonstrate an understanding of a variety of movements and how they affect the body E.11.3. Apply the understanding of physical activity concepts to developing movement sequences and game strategies 	Motor Skill Performance E9.3 Engaging in Physical Activity E11.2 E11.3
Symbolic representation	Symbolic representation	P.9.4. Acquire initial gross- and fine-motor skills needed for engagement in developmentally appropriate tasks, activities, creative	Motor Skill Performance P9.4		

	movement, dance and play			
Pretend or symbolic play	 P.9.3. Apply problem-solving skills in movement-related activities by solving simple movement challenges involving body parts in isolation or in combination P.9.4. Acquire initial gross-and fine-motor skills needed for engagement in developmentally appropriate tasks, activities, creative movement, dance and play P.14.2. Participate in creative movement and dance; identify several activities that are personally enjoyable; and use a variety of means for self-expression 	Motor Skill Performance P9.3 P9.4 Benefits of Physical Activity P14.2	E.9.5. Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play	Motor Skill Performance E9.5