

Standards for K-3 Social, Emotional and Intellectual Habits

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

Reference: [Healthy and Balanced Living Curriculum Framework for Physical Education](#) (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 & Intellectual Habits		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 positive self-concept	Self-Awareness	<p>P9.1. Demonstrate coordination in gross motor and fine motor tasks using control, balance, strength and coordination; and demonstrate progress toward the mature form of selected fundamental motor skills</p> <p>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> <p>P.9.5. Respond to cues and problem-solve as well as use</p>	<p>Motor Skill Performance</p> <p>P9.1</p> <p>P9.3</p> <p>P9.5</p> <p>Applying Concepts and Strategies</p> <p>P10.1</p> <p>Benefits of Physical Activity</p> <p>P14.6</p>	<p>E.9.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation)</p> <p>E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p> <p>E.9.3. Explore and adapt fundamental movement skills</p>	<p>Motor Skill Performance</p> <p>E9.1</p> <p>E9.2</p> <p>E9.3</p> <p>Engaging in Physical Activity</p> <p>E11.2</p> <p>Physical Fitness</p> <p>E12.2</p> <p>E12.3</p> <p>Benefits of Physical Activity</p> <p>E14.1</p>

		<p>whole self in personal and general space</p> <p>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> <p>P.14.6. Develop individual success and confidence by attempting movement skills and activities with teacher guidance</p>		<p>in a variety of dynamic environments</p> <p>E.11.2. Demonstrate an understanding of a variety of movements and how they affect the body</p> <p>E.12.2 Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity</p> <p>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</p> <p>E.14.1. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings</p>	
	Sense of self as competent and capable	P9.1. Demonstrate coordination in gross motor and fine motor tasks using control, balance, strength and coordination; and	<p>Motor Skill Performance</p> <p>P9.1</p> <p>Applying Concepts and Strategies</p> <p>P10.1</p> <p>Benefits of Physical Activity</p>	<p>E.9.1.</p> <p>Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed</p>	<p>Motor Skill Performance</p> <p>E9.1</p> <p>E9.2</p> <p>E9.3</p> <p>Benefits of Physical Activity</p> <p>E14.4</p>

		<p>demonstrate progress toward the mature form of selected fundamental motor skills</p> <p>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> <p>P.14.6. Develop individual success and confidence by attempting movement skills and activities with teacher guidance</p>	P14.6	<p>environment (skills in isolation)</p> <p>E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p> <p>E.9.3. Explore and adapt fundamental movement skills in a variety of dynamic environments</p> <p>E.14.4. Experience personal challenges through physical activity</p> <p>E.14.5. Understand that practicing activities increases specific skill competence</p>	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

		enjoyable; and use a variety of means for self-expression		practices and procedures; and 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 E.14.2. Use physical activity as a means of self-expression	E14.2
	Curiosity and initiative				Benefits of Physical Activity E14.6
	Cooperation during learning experiences	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	Applying Concepts and Strategies P10.3 Responsible Behavior P13.1 Benefits of Physical Activity P14.3	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	Responsible Behavior E13.1 E13.2 Benefits of Physical Activity E14.3

		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>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> <p>P.9.5. Respond to cues and problem-solve as well as use whole self in personal and general space</p> <p>P.10.3. Follow safety and age-appropriate classroom and playground rules and Procedures</p>	<p>Motor Skill Performance</p> <p>P9.3</p> <p>P9.5</p> <p>Applying Concepts and Strategies</p> <p>P10.3</p>		
	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	<p>Motor Skill Performance</p> <p>P9.2</p> <p>Applying Concepts and Strategies</p> <p>P10.1</p>	E.10.3. Demonstrate knowledge of rules, safety practices and procedures of specific activities	Applying Concepts and Strategies E10.3

		<p>through an environment with body control</p> <p>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> <p>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)</p>	<p>Engaging in Physical Activity P11.2</p>		
	Cognitive flexibility	<p>P.10.1. Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show</p>	<p>Applying Concepts and Strategies P10.1 P10.2</p>	<p>E.11.3. Apply the understanding of physical activity concepts to developing movement</p>	<p>Engaging in Physical Activity E11.3 Physical Fitness E12.3</p>

		<p>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> <p>P.10.2. Recognize that some movements, activities and noises are appropriate for indoors/small spaces, and some for outdoors/large spaces</p>		<p>sequences and game strategies</p> <p>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</p>	
	Self-regulation of impulses and emotional reaction	<p>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</p>	<p>Applying Concepts and Strategies</p> <p>P10.1</p> <p>P10.3</p> <p>Responsible Behavior</p> <p>P13.1</p> <p>P13.2</p>	<p>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</p> <p>E.13.2. Work independently or cooperatively and</p>	<p>Responsible Behavior</p> <p>E13.1</p> <p>E13.3</p>

		<p>concepts by identifying and demonstrating personal and general space</p> <p>P.10.3. Follow safety and age-appropriate classroom and playground rules and procedures</p> <p>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> <p>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</p>		productively with partners or in small groups to complete assigned tasks	
	Managing attention and behavior	P.13.1. Demonstrate safe behavior for self and toward others by following	Responsible Behavior P13.1 P13.2	E.13.2. Work independently or cooperatively and	Responsible Behavior E13.2

		established class rules, procedures and safe practices with teacher guidance and reinforcement		productively with partners or in small groups to complete assigned tasks	
Logic and reasoning	Critical and analytical thinking	<p>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 through an environment with body control</p> <p>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> <p>P.10.2. Recognize that some movements, activities and noises are appropriate for</p>	<p>Motor Skill Performance P9.2 Applying Concepts and Strategies P10.1 P10.2 Engaging in Physical Activity P11.2 P11.3 P11.4 Physical Fitness P12.1 Benefits of Physical Activity P14.5</p>	<p>E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p> <p>E.9.3. Explore and adapt fundamental movement skills in a variety of dynamic environments</p> <p>E.9.4. Acquire beginning skills for a few specialized movement forms</p> <p>E.9.5. Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play</p> <p>E.10.2. Recognize critical performance skill elements in self and others using movement vocabulary</p> <p>E.11.2. Demonstrate an</p>	<p>Motor Skill Performance E9.2 E9.3 E9.4 E9.5 Applying Concepts and Strategies E10.2 Engaging in Physical Activity E11.2 E11.3 Physical Fitness E12.1 E12.2 E12.3</p>

		<p>indoors/small spaces, and some for outdoors/large spaces</p> <p>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)</p> <p>P.11.3. Combine a sequence of several motor skills in an organized way</p> <p>P.11.4. Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health</p> <p>P.12.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively)</p> <p>P.13.2. Interact appropriately with peers and familiar adults (e.g., sharing,</p>		<p>understanding of a variety of movements and how they affect the body</p> <p>E.11.3. Apply the understanding of physical activity concepts to developing movement sequences and game strategies</p> <p>E.12.1 Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition)</p> <p>E.12.2 Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity</p> <p>E.12.3 Understand the results of formal fitness testing and correctly associate these results with overall physical</p>	
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		<p>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</p> <p>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)</p>		<p>fitness, nutritional levels and personal health status</p>	
	<p>Applying known information to new experiences</p>	<p>P.9.4. Acquire initial gross- and fine-motor skills needed for engagement in developmentally appropriate tasks, activities, creative movement, dance and play</p> <p>P.12.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively)</p>	<p>Motor Skill Performance P9.4 Physical Fitness P12.1</p>	<p>E.9.3. Explore and adapt fundamental movement skills in a variety of dynamic environments</p> <p>E.10.2. Recognize critical performance skill elements in self and others using movement vocabulary</p> <p>E.11.2. Demonstrate an understanding of a variety of movements and how they affect the body</p>	<p>Motor Skill Performance E9.3</p> <p>Applying Concepts and Strategies E10.2 Engaging in Physical Activity E11.2 E11.3 Benefits of Physical Activity E14.6</p>

				<p>E.11.3. Apply the understanding of physical activity concepts to developing movement sequences and game strategies</p> <p>E.14.6. Experiment with new physical activities</p>	
	Reasoning and problem solving	<p>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> <p>P.12.2 Developmentally appropriate recognition of the effects of physical activity and exercise</p> <p>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)</p>	<p>Motor Skill Performance P9.3</p> <p>Physical Fitness P12.2</p> <p>Benefits of Physical Activity P14.5</p>	<p>E.9.3. Explore and adapt fundamental movement skills in a variety of dynamic environments</p> <p>E.11.2. Demonstrate an understanding of a variety of movements and how they affect the body</p> <p>E.11.3. Apply the understanding of physical activity concepts to developing movement sequences and game strategies</p>	<p>Motor Skill Performance E9.3</p> <p>Engaging in Physical Activity E11.2</p> <p>E11.3</p>
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>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> <p>P.9.4. Acquire initial gross- and fine-motor skills needed for engagement in developmentally appropriate tasks, activities, creative movement, dance and play</p> <p>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</p>	<p>Motor Skill Performance P9.3 P9.4 Benefits of Physical Activity P14.2</p>	<p>E.9.5. Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play</p>	<p>Motor Skill Performance E9.5</p>