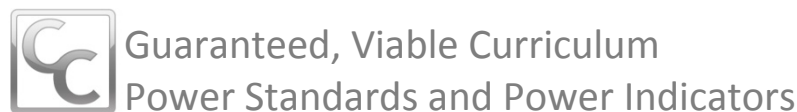


# CCSU Guaranteed, Viable Curriculum

## K-12 Power Standards and Power Indicators



# Physical Education: K-2<sup>nd</sup>

<b>Phys. Ed. Power Standard #1 Motor Skills and Movement</b>	<b>Phys. Ed. Power Standard #2 Concepts/Vocabulary/Strategies</b>	<b>Phys. Ed. Power Standard #3 Fitness</b>	<b>Phys. Ed. Power Standard #4 Safety and Responsibility</b>	<b>Phys. Ed. Power Standard #5 Participation</b>
<p>Students know and apply both fundamental and complex motor skills and movement patterns that can be transferred to a variety of physical activities.</p>	<p>Students know and apply movement concepts and principles, sports vocabulary, and strategies and tactics related to physical activities.</p>	<p>Students know and apply fitness concepts to the five components of health-related fitness.</p>	<p>Students practice safe and responsible behaviors that promote personal and group success in all physical activity settings.</p>	<p>Students participate regularly in a variety of individual and group physical activities, which promote enjoyment, self-confidence, and personal accomplishment, that lead to an active lifestyle.</p>
<ul style="list-style-type: none"> <li>a) Strike a stationary object while the body is stationary</li> <li>b) Throw an object demonstrating two elements of mature form*</li> <li>c) Catch an object demonstrating two elements of mature form**</li> <li>d) Demonstrate mature form in 4 out of 8 locomotor skills (walking, running, skipping, galloping, sliding, leaping, hopping, and jumping)</li> <li>e) Identify and move in self-space and general space</li> <li>f) Vary speed when using locomotor skills</li> <li>g) Balance on various body part combinations</li> </ul>	<ul style="list-style-type: none"> <li>a) Distinguish among high, medium, and low levels of movement</li> <li>b) Describe the difference between personal and general space</li> <li>c) Demonstrate basic body shapes (tuck, pike, straddle)</li> <li>d) Move in designated directions (over, under, forward, backward, sideways)</li> <li>e) Demonstrate simple rhythmic movements</li> <li>f) Combine a body shape and a movement</li> <li>g) Solve a movement challenge with partner or small group</li> </ul>	<ul style="list-style-type: none"> <li>a) Name large and small basic body parts</li> <li>b) Identify two physiological signs of exercise (e.g. heart pounding, sweating)</li> <li>c) Describe why exercise is healthy</li> </ul>	<ul style="list-style-type: none"> <li>a) Listen quietly without interrupting when a peer or teacher is talking and wait to speak at an appropriate time</li> <li>b) Demonstrate responsibility for safety and game rules</li> <li>c) Demonstrate safe behavior by keeping body under control during class activities</li> <li>d) Demonstrate willingness to work with any child in class</li> <li>e) Demonstrate cooperation by taking turns, sharing and giving encouragement (verbal and non-verbal) to others</li> </ul>	<ul style="list-style-type: none"> <li>a) Identify several physical activities that are personally enjoyable</li> <li>b) Describe range of feelings resulting from participating in physical activities (failure to success)</li> <li>c) Attempt new activities</li> <li>d) Continue to participate when initially unsuccessful</li> <li>e) Apply established class rules and procedures/safe practice outside of the physical education setting (e.g. recess)</li> </ul>



<b>Phys. Ed. Power Standard #1</b> <b>Motor Skills and Movement</b>	<b>Phys. Ed. Power Standard #2</b> <b>Concepts/Vocabulary/Strategies</b>	<b>Phys. Ed. Power Standard #3</b> <b>Fitness</b>	<b>Phys. Ed. Power Standard #4</b> <b>Safety and Responsibility</b>	<b>Phys. Ed. Power Standard #5</b> <b>Participation</b>
<p>Students know and apply both fundamental and complex motor skills and movement patterns that can be transferred to a variety of physical activities.</p>	<p>Students know and apply movement concepts and principles, sports vocabulary, and strategies and tactics related to physical activities.</p>	<p>Students know and apply fitness concepts to the five components of health-related fitness.</p>	<p>Students practice safe and responsible behaviors that promote personal and group success in all physical activity settings.</p>	<p>Students participate regularly in a variety of individual and group physical activities, which promote enjoyment, self-confidence, and personal accomplishment, that lead to an active lifestyle.</p>
<ul style="list-style-type: none"> <li>a) Demonstrate mature form in 6 out of 8 locomotor skills (walking, running, skipping, galloping, sliding, leaping, hopping, and jumping)</li> <li>b) Strike a moving object while the body is stationary</li> <li>c) Throw an object demonstrating four elements of mature form*</li> <li>d) Demonstrate mature form** in catching an object from a proficient thrower</li> <li>e) Use appropriate force when throwing objects</li> </ul>	<ul style="list-style-type: none"> <li>a) Use activity-appropriate vocabulary during prescribed activities</li> <li>b) Distinguish between offense and defense</li> <li>c) Demonstrate a rhythmic sequence that incorporates a change in tempo</li> <li>d) Combine two body shapes and two movements into a sequence</li> <li>e) Participate in prescribed activities using rules and scoring systems</li> </ul>	<ul style="list-style-type: none"> <li>a) Participate in an accredited fitness test (FitnessGram)</li> <li>b) Name three of the five components of health-related fitness</li> </ul>	<ul style="list-style-type: none"> <li>a) Demonstrate an awareness of personal and group safety</li> <li>b) Demonstrate an ability to communicate appropriately with others</li> <li>c) Demonstrate a willingness to work with any child in class</li> <li>d) Demonstrate cooperation by adjusting skills to ensure success of partners</li> <li>e) Demonstrate responsibility for practicing fair play by using socially appropriate behavior and accepting decisions of person in charge</li> <li>f) Stay on task while working with partners or in small group</li> </ul>	<ul style="list-style-type: none"> <li>a) Identify several physical activities that are personally enjoyable</li> <li>b) Describe range of feelings resulting from participating in physical activities (failure to success)</li> <li>c) Attempt new activities</li> <li>d) Continue to participate when initially unsuccessful</li> <li>e) Apply established class rules and procedures/safe practice outside of the physical education setting (e.g. recess)</li> </ul>



<p><b>Phys. Ed. Power Standard #1</b> <b>Motor Skills and Movement</b></p> <p>Students know and apply both fundamental and complex motor skills and movement patterns that can be transferred to a variety of physical activities.</p>	<p><b>Phys. Ed. Power Standard #2</b> <b>Concepts/Vocabulary/Strategies</b></p> <p>Students know and apply movement concepts and principles, sports vocabulary, and strategies and tactics related to physical activities.</p>	<p><b>Phys. Ed. Power Standard #3</b> <b>Fitness</b></p> <p>Students know and apply fitness concepts to the five components of health-related fitness.</p>	<p><b>Phys. Ed. Power Standard #4</b> <b>Safety and Responsibility</b></p> <p>Students practice safe and responsible behaviors that promote personal and group success in all physical activity settings.</p>	<p><b>Phys. Ed. Power Standard #5</b> <b>Participation</b></p> <p>Students participate regularly in a variety of individual and group physical activities, which promote enjoyment, self-confidence, and personal accomplishment, that lead to an active lifestyle.</p>
<ul style="list-style-type: none"> <li>a) Strike a moving object while the body is moving</li> <li>b) Strike a stationary object with an implement while the body is stationary</li> <li>c) Throw an object in a variety of ways demonstrating all elements of mature form*</li> <li>d) Catch a variety of objects demonstrating mature form**</li> <li>e) Demonstrate mature form in all locomotor skills (walking, running, skipping, galloping, sliding, leaping, hopping, and jumping)</li> <li>f) Use space appropriate to the activity</li> <li>g) Balance on given apparatus</li> </ul>	<ul style="list-style-type: none"> <li>a) Use activity-appropriate vocabulary during prescribed activities</li> <li>b) Identify offensive and defensive positions for given sports</li> <li>c) Create a sequence of movements using rhythm and tempo changes</li> <li>d) Combine three motor skills and three movement concepts (e.g. speed, force, levels, directions, pathways)</li> <li>e) Identify two rules and a basic scoring system for prescribed activities</li> <li>f) Identify three skeletal muscle groups and explain how they relate to body movements</li> </ul>	<ul style="list-style-type: none"> <li>a) Monitor heart rate by taking pulse after exercise</li> <li>b) Participate in an accredited fitness test (FitnessGram)</li> <li>c) Analyze fitness test data and set an improvement goal</li> <li>d) Describe four of the five components of health-related fitness</li> </ul>	<ul style="list-style-type: none"> <li>a) Demonstrate the ability to assume leader/follower roles when appropriate</li> <li>b) Demonstrate active listening skills</li> <li>c) Demonstrate self-control</li> <li>d) Follow rules and safe practices in all class activities</li> <li>e) Cooperate in group settings</li> <li>f) Recognize the limitations of people with varying abilities</li> <li>g) Demonstrate respectful sportsmanship</li> <li>h) Demonstrate a willingness to work with all students</li> <li>i) Give and receive honest feedback</li> <li>j) Demonstrate responsibility for one's own actions</li> </ul>	<ul style="list-style-type: none"> <li>a) Develop an annual participation goal to engage in an active lifestyle outside of physical education classes</li> <li>b) Maintain a physical activity log for a defined period of time</li> </ul>



<p><b>Phys. Ed. Power Standard #1</b> <b>Motor Skills and Movement</b></p> <p>Students know and apply both fundamental and complex motor skills and movement patterns that can be transferred to a variety of physical activities.</p>	<p><b>Phys. Ed. Power Standard #2</b> <b>Concepts/Vocabulary/Strategies</b></p> <p>Students know and apply movement concepts and principles, sports vocabulary, and strategies and tactics related to physical activities.</p>	<p><b>Phys. Ed. Power Standard #3</b> <b>Fitness</b></p> <p>Students know and apply fitness concepts to the five components of health-related fitness.</p>	<p><b>Phys. Ed. Power Standard #4</b> <b>Safety and Responsibility</b></p> <p>Students practice safe and responsible behaviors that promote personal and group success in all physical activity settings.</p>	<p><b>Phys. Ed. Power Standard #5</b> <b>Participation</b></p> <p>Students participate regularly in a variety of individual and group physical activities, which promote enjoyment, self-confidence, and personal accomplishment, that lead to an active lifestyle.</p>
<ul style="list-style-type: none"> <li>a) Strike a moving object with an implement while the body is stationary</li> <li>b) Throw a variety of objects demonstrating all elements of mature form* while body is stationary</li> <li>c) Throw a variety of objects demonstrating all elements of mature form* while the body is moving</li> <li>d) Catch a variety of objects demonstrating mature form** while moving</li> <li>e) Use locomotor skills in complex movement patterns</li> <li>f) Use space strategically in an activity</li> <li>g) Apply time/flow in a given dance activity</li> <li>h) Use force/energy appropriate to an activity</li> <li>i) Use balance appropriate to a given activity</li> </ul>	<ul style="list-style-type: none"> <li>a) Use activity-appropriate vocabulary during prescribed activities</li> <li>b) Identify offensive and defensive strategies for given sports</li> <li>c) Perform a variety of dance styles e.g. folk, square, hip-hop, line</li> <li>d) Identify the body shapes and movement concepts needed to perform prescribed activities</li> <li>e) Explain rules and scoring systems for prescribed activities</li> </ul>	<ul style="list-style-type: none"> <li>a) Recognize that motor skills use specific muscle groups and demonstrate how to strengthen those muscles</li> <li>b) Understand target zone in relation to fitness training</li> <li>c) Participate in an accredited fitness test (FitnessGram)</li> <li>d) Develop a personal fitness plan based on fitness data</li> <li>e) Use manual and technological tools to monitor cardiovascular fitness</li> <li>f) Explain 4 of the five components of health-related fitness</li> <li>g) Set goals that reflect how components of health-related fitness affect fitness levels</li> <li>h) Analyze fitness data to set and make progress toward achieving a goal</li> </ul>	<ul style="list-style-type: none"> <li>a) Demonstrates the ability to assuming leader/follower roles when appropriate.</li> <li>b) Demonstrate responsibility for anticipating and correcting potentially dangerous situations</li> <li>c) Follow rules and safe practices in all class activities</li> <li>d) Cooperates in group settings</li> <li>e) Demonstrate respectful sportsmanship</li> <li>f) Give and receive honest feedback</li> <li>g) Demonstrate responsibility for ones own actions</li> <li>h) Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels</li> </ul>	<ul style="list-style-type: none"> <li>a) Develop seasonal participation goals to engage in an enjoyable, active lifestyle outside of physical education classes</li> <li>b) Maintain a physical activity log for a defined period of time indicating level of intensity (low, moderate, vigorous)</li> <li>c) Develop an individualized lower/upper body strength training plan for a future enjoyable, active lifestyle</li> </ul>



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<ul style="list-style-type: none"> <li>a) Strike a moving object with an implement while the body is moving</li> <li>b) Throw a variety of objects demonstrating all elements of mature form* in prescribed activities</li> <li>c) Catch a variety of objects demonstrating mature form** during prescribed activities with implements</li> <li>d) Catch a variety of objects demonstrating mature form** during prescribed activities without implements</li> <li>e) Use locomotor skills appropriate to the activity</li> <li>f) Use space for tactical advantage</li> <li>g) Apply time/flow to prescribed activities</li> <li>h) Use force/energy appropriate to all activities</li> <li>i) Use balance appropriate to all activities</li> </ul>	<ul style="list-style-type: none"> <li>a) Identify offensive and defensive strategies for a variety of activities</li> <li>b) Apply appropriate movement dynamics (force?, TBD) for prescribed situations</li> <li>c) Explain rules and scoring systems for a variety of prescribed activities</li> <li>d) Use activity-appropriate vocabulary for a range of prescribed activities</li> <li>e) [Rhythmic activities/dance taught by Fine Arts department.]</li> </ul>	<ul style="list-style-type: none"> <li>a) Apply the principles of training (concepts) to the five components of health related fitness</li> <li>b) Participate in an accredited fitness test (FitnessGram)</li> <li>c) Achieve and maintain a personal fitness level that falls within the healthy fitness zone</li> <li>d) Maintain target heart rate in prescribed activities</li> <li>e) Evaluate how body composition affects health and fitness</li> <li>f) Design a fitness plan that addresses the five components of health-related fitness</li> </ul>	<ul style="list-style-type: none"> <li>a) Consistently demonstrates all safe and responsible behaviors previously assessed in prior grades</li> </ul>	<ul style="list-style-type: none"> <li>a) Manage time effectively to create opportunities for regular physical activity</li> <li>b) Maintain a physical activity log for a defined period of time indicating level of intensity (low, moderate, vigorous) and enjoyment</li> </ul>