

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Physical Education
COURSE TITLE: K-2 Physical Education
GRADE LEVEL: K-2

COURSE DESCRIPTION: Students in kindergarten through second grade physical education will utilize age appropriate activities to experience extensive large muscle group movements. Physical education instruction shall include movement experience and body mechanics, fitness activities, rhythmic activities, stunts/tumbling, simple games/relays, sport skills and activities and water safety.

CONTENT STANDARDS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Physical Education should be able to . . .

Content Standard I. Use a variety of basic and advanced movement forms.

Benchmarks: Demonstrate basic locomotor skills.
Demonstrate directional movement through space and tempo.
Use a variety of basic object control skills.

Content Standard II. Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks: Establish a beginning movement vocabulary.
Use simple combinations of fundamental movement skills.

Content Standard III. Participate regularly in physical activity.

Benchmarks: Engage in moderate physical activity for personal enjoyment and health outside of the physical education classroom.

Content Standard IV. Achieve and maintain a health-enhancing level of physical fitness.

Benchmarks: Identify the physiological signs of moderate physical activity.
Develop muscular strength, muscular endurance, flexibility, and aerobic endurance.

Content Standard V. Demonstrate responsible personal and social behavior while respecting differences among people in physical activity settings.

Benchmarks: Apply classroom rules and procedures.
Apply safe practices in the classroom and pool area.
Demonstrate sportsmanship and cooperation in classroom setting.



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CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR PHYSICAL EDUCATION:

Content Standard I. Use a variety of basic and advanced movement forms. The students in Grade K-2 Physical Education should be able to . . .

Benchmark: Demonstrate basic locomotor skills.

Indicators: Demonstrate running, walking, and galloping skills. (1)
Demonstrate hopping and jumping skills. (1)
Demonstrate skipping, sliding, and leaping skills. (2)

Assessments: Basic Movement Forms

Benchmark: Demonstrate directional movement through space and tempo.

Indicators: Move through space, traveling in different directions (e.g., sideways, forward), maintaining personal space. (1)
Show self-expression while performing movement patterns (e.g., dance, tumbling). (2)

Assessments: Basic Movement Forms

Benchmark: Use a variety of basic object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike)

Indicators: Catch a ball to self before it bounces twice. (1)
Kick a moving ball by planting the opposite foot. (2)
Throw a ball underhand at a target using correct form. (2)

Assessments: Basic Movement Forms

Content Standard II. Apply movement concepts and principles to the learning and development of motor skills. The students in Grade K-2 Physical Education should be able to . . .

Benchmark: Establish a beginning movement vocabulary.

Indicators: Identify the eight locomotor skills using correct vocabulary (i.e., walking, running, jumping, hopping, galloping, skipping, sliding, leaping). (2)



Assessments: Locomotor Vocabulary Assessment

Benchmark: Use simple combinations of fundamental movement skills (e.g, locomotor, non-locomotor, body control, rhythmical skills).

Indicators: Move through general space while changing directions, speed and locomotor skill (e.g., forward, fast, gallop). (2)

Assessments: Apply Movement Concepts/Principles Assessment

Content Standard III. Participate regularly in physical activity. The students in Grade K-2 Physical Education should be able to . . .

Benchmark: Engage in moderate physical activity for personal enjoyment and health outside of the physical education classroom.

Indicators: Recognize the importance of moderate physical activities performed for enjoyment and personal health benefits. (2)

Assessments: Exhibit a Physically Active Lifestyle Assessment

Content Standard IV. Achieve and maintain a health-enhancing level of physical fitness. The students in Grade K-2 Physical Education should be able to . . .

Benchmark: Identify the physiological signs of moderate physical activity.

Indicators: Identify changes in the body during physical activity (e.g. sweating, increase in heart rate, red face, elevated breathing). (2)

Assessments: Physical Activity Worksheet

Benchmark: Develop muscular strength, muscular endurance, flexibility, and aerobic endurance.

Indicators: Complete sit and reach. (2)
Complete pull-ups/flex arm hang. (2)
Complete mile run. (2)
Complete sit-up testing. (2)

Assessments: Physical Fitness Testing Cards
Pre/Post sit & reach for overall flexibility growth
Pre/Post pull-up testing to measure overall muscular strength
Pre/Post sit-up testing to compare muscular endurance
Pre/Post mile run to measure aerobic endurance



Content Standard V. Demonstrate responsible personal and social behavior while respecting differences among people in physical activity settings. The students in Grade K-2 Physical Education should be able to . . .

Benchmark: Apply classroom rules and procedures.

Indicators: Demonstrate listening skills. (1-2)
Follow classroom procedures. (1-2)
Observe and discuss water safety video. (K-2)

Assessments: Structured Observation: recorded on UCSD Report Card

Benchmark: Apply safe practices in the classroom and pool area.

Indicators: Follow safety procedures. (1-2)
List water safety rules after viewing video. (K-2)

Assessments: Reported on UCSD Report Card/KWL water safety discussion

Benchmark: Demonstrate sportsmanship and cooperation in classroom setting.

Indicators: Display fair play. (K-2)
Show tolerance of other classmates' abilities. (K-2)
Accept own successes and failures. (K-2)
Demonstrate respect for classmates of different backgrounds. (K-2)

Assessments: Structured Observation: recorded on UCSD Report Card

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

