



Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

# INDIANA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION

2017

## Introduction

Physical education is an academic discipline that involves the study of human movement and its impact on health and quality of life. Although not synonymous, both physical education and physical activity are important and necessary elements of being a healthy individual. Both also have short- and long-term influences on the physical and educational development of children and adolescents. Physical education in schools provides all students access to a standards-based sequence of learning which promotes health and physical literacy, as well as the motivation to engage in the health-enhancing physical activity needed to achieve and maintain a balanced, healthy life over a lifetime.

**Physical literacy** is defined by SHAPE America – Society of Health and Physical Educators as “the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.” The **goal of physical education** is to “develop **physically literate** individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual—

- Has learned the skills necessary to participate in a variety of physical activities
- Knows the implications and the benefits of involvement in various types of physical activities
- Participates regularly in physical activity
- Is physically fit
- Values physical activity and its contributions to a healthful lifestyle.”<sup>1</sup>

## Standards Development

In 2017, a team of professionals comprised of Indiana educators, post-secondary professors and community partners, collaborated to develop the latest edition of the Indiana Academic Standards for Physical Education. It was through their leadership, hard work, research, expertise and dedication that this document has become a dynamic resource to address and promote the health and wellness of students in Indiana.

The Indiana Academic Standards for Physical Education align closely with the National Standards, developed by SHAPE America – Society of Health and Physical Educators (SHAPE) in 2014. Both emphasize the unique role of physical education programs in developing health-related fitness, movement competence, and promoting physical activity so students can adopt active lifestyles. Quality physical education programs are important because they provide learning experiences that meet the developmental needs of children and help improve mental alertness, academic performance, readiness to learn, and enthusiasm for learning. The 2017 Indiana Academic Standards for Physical Education will be fully implemented beginning in the 2018-2019 school year.

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<sup>1</sup> Source: National Standards & Grade-Level Outcomes for K-12 Physical Education, SHAPE America—Society of Health and Physical Educators, Reston, VA; 2014. <http://www.shapeamerica.org/events/physicalliteracy.cfm>

## Standards Content and Purpose

The Standards reflect what a physically educated student should know and be able to do at each grade level (PreK-12). Five standards, with accompanying benchmarks and outcomes are provided for each grade level. Benchmarks provide the desired learning objectives and academic expectations that schools and teachers want students to achieve. The outcomes are provided to define the knowledge, skills, and behaviors that are expected of students at the end of various grade levels, and can serve as guidelines for assessing student performance. In some cases, instructional examples are provided, indicated as “such as” within the outcome statements. These examples are intended to help illustrate possible teaching strategies and activities. The suggestions are only a starting point, and are **NOT** exclusive or exhaustive. Many additional possibilities exist.

The five Physical Education standards are:

- **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics relate to movement and performance.
- **Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard 5:** The physically literate individual recognized the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The Indiana Academic Standards for Physical Education are **NOT** curriculum. Standards serve as a gauge for mastery, and are designed to be the foundation and guide for teachers, schools and corporations as they develop an aligned curriculum and set of learning experiences in physical education. The curricula should be designed to help students understand the benefits of achieving and maintaining a physically active lifestyle, and learning the skills necessary for performing a variety of physical activities. Identifying the sequence of instruction at each grade level—what will be taught and for how long—requires concerted effort and attention at the corporation and school levels. While the Standards may have examples embedded, and resource materials may include guidelines and suggestions, the Standards do not prescribe any particular curriculum. Curricular tools, including textbooks, are selected by the corporation/school and adopted through the local school board.

## Structure of the Standards and Outcomes

The table below demonstrates the structure of the 2017 Indiana Academic Standards for Physical Education as they compare to the previous set of standards (2010). A “key” is also provided in the table for guidance in the interpretation of the standards. The new structure and format of the Standards strengthens the educator’s implementation of scope and sequencing between grade levels, and supports teachers in their development of age-appropriate lesson plans. Differences in cultural norms and access to resources outside of school should be considered in instruction, and alternative activities to engage students should be included. The Standards should not, however, be used to compare students. Mastery of the outcomes for one grade level serves as a foundation for attaining competency of the outcomes for the next grade level. Educators can use the grade-

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level outcomes as starting points for instruction, and as checkpoints to ensure that the Standards are being taught and applied. All educators are expected to implement the learning standards and outcomes for all students. However, as needed, educators should use their own understanding of their students to make the necessary adjustments to their instruction.

| <b>Indiana Academic Standards for Physical Education Comparison: 2010 vs. 2017</b>   |  |
|--|--|
| <b>2010 Academic Standards for Physical Education</b>  | <b>2017 Academic Standards for Physical Education</b>  |
| <p><i>Standard 3:</i> Physical Activity: Students participate regularly in physical activity.</p> <p><i>Standard 4:</i> Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.</p>   | <p><i>Standards 3 and 4</i> have been combined into one standard, now Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>  |
| <b>2010 Physical Education Academic Standards</b>  | <b>2017 Physical Education Academic Standards</b>  |
| <p>Explanation and example of coding system utilized to identify each grade level standard:</p> <p><b><u>Example:</u></b></p> <p><b>3.1.4</b> Demonstrate movement skills and patterns following specific rhythms.</p> <p>Example: Perform a ball routine consisting of a bounce, pass and catch with a partner in rhythm to the music.</p> <ul style="list-style-type: none"> <li>● <b>3 = Grade</b></li> <li>● <b>1 = Standard:</b> provides a broad definition of the knowledge and skills that students should acquire by the end of this grade level</li> <li>● <b>4 = Indicator:</b> supports the standards by showing learning targets for each grade level, to be used when developing lesson plans and curricula</li> <li>● <b>Example:</b> optional strategies and activities to use in instruction to implement the Standard</li> </ul> | <p>Explanation and example of coding system utilized to identify each grade level standard:</p> <p><b><u>Example:</u></b></p> <p><b>4.1.2.A</b> Jumps and lands in the horizontal and vertical planes using a mature pattern within activities (such as in dance, educational gymnastics and small-sided practice tasks and game environments).</p> <ul style="list-style-type: none"> <li>● <b>4 = Grade</b></li> <li>● <b>1 = Standard:</b> provides a broad definition of the knowledge and skills that students should acquire by the end of this grade level</li> <li>● <b>2 = Benchmark:</b> desired learning objectives and academic expectations that schools and teachers want students to achieve</li> <li>● <b>A = Outcome:</b> statements that describe significant and essential learning that learners have achieved and can reliably demonstrate at the end of a course or program. Learning outcomes identify what the learner will know and be able to do by the end of a course or program.</li> </ul> |

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|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>● <b>“Such as”</b>: Optional examples which illustrate possible teaching strategies and activities, taking into account the resources, equipment and expertise available in each school. The suggestions are only a starting point, and are <b>NOT</b> exclusive or exhaustive. Many additional possibilities exist.</li> </ul>  |
| <p><b><u>Example:</u></b><br/>9.5.2 Relate the benefits of physical activities to social and emotional well-being.</p> <p>Example: Participate with friends and/or family in physical activities to relax, relieve stress.</p> <ul style="list-style-type: none"> <li>● <b>9 = Grade</b> (HS Level 1; PE 1 &amp; 2 Required Courses)</li> <li>● <b>5 = Standard</b>: provides a broad definition of the knowledge and skills that students should acquire by the end of this grade level</li> <li>● <b>2 = Indicator</b>: supports the standards by showing learning targets for each grade level, to be used when developing lesson plans and curricula</li> <li>● <b>Example</b>: optional strategies and activities to use in instruction to implement the Standard</li> </ul> | <p><b><u>Example:</u></b><br/>HSL1.2.1.A Applies the terminology associated with exercise and participation in individual-performance activities (such as dance, net/wall games, target games and/or outdoor pursuits appropriately).</p> <ul style="list-style-type: none"> <li>● <b>HSL1 = Grade</b> (HS Level 1; PE 1 &amp; 2 Required Courses)</li> <li>● <b>2 = Standard</b>: provides a broad definition of the knowledge and skills that students should acquire by the end of this grade level</li> <li>● <b>1 = Benchmark</b>: desired learning objectives and academic expectations that schools and teachers want students to achieve</li> <li>● <b>A = Outcome</b>: statements that describe significant and essential learning that learners have achieved and can reliably demonstrate at the end of a course or program. Learning outcomes identify what the learner will know and be able to do by the end of a course or program.</li> <li>● <b>“Such as”</b>: Optional examples which illustrate possible teaching strategies and activities, taking into account the resources, equipment and expertise available in each school. The suggestions are only a starting point, and are <b>NOT</b> exclusive or exhaustive. Many additional possibilities exist.</li> </ul> |
| <p><b><u>Example:</u></b><br/>10.5.6 Apply game rules accurately and fairly during physical activity.</p> <p>Example: Officiate an intramural, youth and/or community physical activity contest.</p> <ul style="list-style-type: none"> <li>● <b>10 = Grade</b> (HS Level 2; Elective Physical Education)</li> <li>● <b>5 = Standard</b>: provides broad definition of the knowledge and skills that students should acquire by the end of this grade level</li> <li>● <b>6 = Indicator</b>: supports the standards by showing learning targets for each grade level, to be used when developing lesson plans and curricula</li> </ul>  | <p><b><u>Example:</u></b><br/>HSL2.5.1.B Improves on activity-specific skill in one or more genres (such as: hip hop, line, modern, ballet, cultural, swing, or ballroom).</p> <ul style="list-style-type: none"> <li>● <b>HSL2 = Grade</b> (HS Level 2; Elective Physical Education)</li> <li>● <b>5 = Standard</b>: provides broad definition of the knowledge and skills that students should acquire by the end of this grade level</li> <li>● <b>1 = Benchmark</b>: desired learning objectives and academic expectations that schools and teachers want students to achieve</li> <li>● <b>B = Outcome</b>: statements that describe significant and essential learning that learners have achieved and can reliably demonstrate at the end of a course or program. Learning outcomes identify what the learner will know and be able to do by the end of a course or program.</li> </ul>  |

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- **Example** = optional strategies and activities to use in instruction to implement the Standard

- **“Such as”**: Optional examples which illustrate possible teaching strategies and activities, taking into account the resources, equipment and expertise available in each school. The suggestions are only a starting point, and are **NOT** exclusive or exhaustive. Many additional possibilities exist.

The standards in this document were informed by *National Standards & Grade-Level Outcomes for K-12 Physical Education*. (SHAPE America, Society of Health and Physical Educators, 2014).

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**Standard 1: The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.**

*Students in early elementary will observe, learn, practice, and develop basic (fundamental) locomotor (traveling actions), non-locomotor (movement in place), and manipulative (object handling) movements. This foundation continues to be established and reinforced to facilitate motor skill acquisition which give students the capacity for successful levels of performance as they mature. By the end of 5th grade, students continue to achieve maturity with locomotor (traveling actions), non-locomotor (movement in place) and manipulative (object handling) skills. They begin the process of integrating (putting together) these skills into a variety of individual and small sided team sports and activities that have been adapted to their developmental level.*

|   | (Pre-) Kindergarten  | Grade 1  | Grade 2  | Grade 3  | Grade 4  | Grade 5   |
|---|--|--|--|--|--|---|
| <b>Locomotor Skills</b>   |  |  |  |  |  |   |
| <b>1. Locomotor<br/>(Hopping,<br/>galloping, running,<br/>sliding, skipping,<br/>leaping, walking,<br/>running)</b> | Performs <b>emerging patterns</b> in <b>locomotor skills</b> (walk, run, leap, hop, gallop, slide, and skip) while maintaining balance (such as when you hear the color of your shirt leap over a pillow). (K.1.1.A) | Performs <b>mature patterns</b> in <b>locomotor skills</b> (jog, run, jump, hop, gallop, and slide). (1.1.1.A) | Performs <b>mature patterns</b> in <b>locomotor skills</b> (skip). (2.1.1.A) | Performs <b>mature patterns</b> in <b>locomotor skills</b> in isolation (leap). (3.1.1.A)      | Applies <b>mature patterns</b> in <b>locomotor skills</b> in a variety of lead-up activities and <b>small-sided game</b> play. (4.1.1.A) | Applies <b>mature patterns</b> in <b>locomotor skills</b> in a variety of activities, <b>modified games</b> , and <b>small-sided game</b> play. (5.1.1.A) |
|   | Perform <b>mature patterns</b> in <b>locomotor skills</b> (walk). (K1.1.B)   |  |  | Applies <b>mature pattern</b> in <b>locomotor skills</b> in a variety of activities. (3.1.1.B) | Performs appropriate pacing in a variety of running distances. (4.1.1.B)   | Applies appropriate pacing in a variety of running distances. (5.1.1.B)   |

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|  | (Pre-) Kindergarten  | Grade 1  | Grade 2  | Grade 3   | Grade 4  | Grade 5   |
|--|--|--|--|---|--|---|
| <b>Locomotor Skills</b>  |  |  |  |   |  |   |
| <b>2. Locomotor<br/>(Jumping and landing in a horizontal and vertical plane)</b> | Performs jumping and landing actions with balance (such as when you hear the color of your shirt, jump over a line on the floor). (K1.2.A)   | Demonstrates two of the <b>five critical elements for jumping and landing in a horizontal and vertical plane</b> using 2-foot take-offs and landings. (1.1.2.A)                                  | Demonstrates four of the <b>five critical elements for jumping and landing in a horizontal and vertical planes</b> using a variety of 1- and 2-foot take-offs and landings. (2.1.2.A)  | Jumps and lands in the <b>horizontal and vertical planes</b> using an <b>emerging pattern</b> . (3.1.2.A)     | Jumps and lands in the <b>horizontal and vertical planes</b> using a <b>mature pattern</b> within activities (such as in dance, educational gymnastics and <b>small-sided practice tasks</b> and game environments). (4.1.2.A) | Combines jumping and landing patterns with <b>locomotor and manipulative skills</b> (such as in dance, educational gymnastics and <b>small-sided practice tasks</b> and game environments). (5.1.2.A) |
| <b>3. Locomotor<br/>(Dance, Rhythm, Combinations)</b>                            | Performs <b>dance (rhythmic) activities</b> in response to teacher-led creative activities. (K1.3.A)<br><br>Combinations: Developmentally appropriate/ <b>emerging outcomes</b> first appear in Grade three. | Combines <b>locomotor and nonlocomotor skills</b> in a teacher-designed dance. (1.1.3.A)<br><br>Combinations: Developmentally appropriate/ <b>emerging outcomes</b> first appear in Grade three. | Performs a teacher-and/or student designed <b>rhythmic activity</b> with correct response to simple rhythms. (2.1.3.A)<br><br>Combinations: Developmentally appropriate/ <b>emerging outcomes</b> first appear in Grade three. | Performs teacher-selected and developmentally appropriate <b>dance</b> steps and movement patterns. (3.1.3.A) | Combines <b>locomotor movement</b> patterns and <b>dance</b> steps to create and perform an original dance. (4.1.3.A)  | Creates and demonstrates a routine using complex <b>rhythmic combinations</b> (such as self-dance, Jump Bands, group dance) with correct rhythm and pattern. (5.1.3.A)                                |



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|  | (Pre-) Kindergarten   | Grade 1   | Grade 2   | Grade 3   | Grade 4   | Grade 5  |
|--|---|---|---|---|---|--|
| <b>Nonlocomotor Skills</b>               |   |   |   |   |   |  |
| <b>4. Nonlocomotor</b>                   | Performs <b>emerging pattern</b> in <b>non-locomotor</b> skills (such as bend, twist, turn, sway, stretch) in exploratory and a stable environment. (K.1.4.A) | Performs <b>mature pattern</b> in <b>non-locomotor</b> skills (such as bend, twist, turn, sway, stretch) in exploratory and a stable environment. (1.1.4.A) | Performs a sequence of <b>non-locomotor</b> skills, transitioning smoothly from one skill to another. (2.1.4.A) | Applies <b>mature pattern</b> in <b>non-locomotor</b> skills in a variety of activities. (3.1.4.A)                  | Applies <b>mature pattern</b> in <b>non-locomotor</b> skills in a variety of lead-up activities and <b>small-sided game</b> play. (4.1.4.A) | Applies <b>mature pattern</b> in <b>non-locomotor</b> skills in a variety of activities, <b>modified games</b> , and <b>small-sided game</b> play. (5.1.4.A) |
| <b>5. Nonlocomotor (Balance)</b>         | Maintains momentary balance (such as wide, narrow, curled and twisted body shapes) on different bases of support (such as walking on the floor). (K.1.5.A)    | Maintains stillness on different bases of support with different body shapes. (1.1.5.A)   | Balances on different bases of support, combining levels and shapes. (2.1.5.A)                                  | Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (3.1.5.A) | Balances on different bases of support on apparatus, demonstrating levels and shapes. (4.1.5.A)   | Combines balance and transferring weight (such as in a gymnastics sequence, yoga, dance with a partner). (5.1.5.A)   |
| <b>6. Nonlocomotor (Weight Transfer)</b> | Developmentally appropriate/ <b>emerging outcomes</b> first appear in Grade one.  | Transfers weight from one body part to another in personal space (such as in dance and gymnastics environments). (1.1.6.A)                                  | Transfers weight from feet to different body parts/bases of support for balance and/or travel. (2.1.6.A)        | Transfers weight from feet to hand for momentary weight support. (3.1.6.A)  | Transfers weight from feet to hands, varying speed and using large extensions (such as kick, handstand, cartwheel). (4.1.6.A)               | Transfers weight in various activities (such as gymnastics, dance environments, striking, throwing). (5.1.6.A)   |

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|                                       | (Pre-) Kindergarten  | Grade 1   | Grade 2  | Grade 3   | Grade 4   | Grade 5   |
|---------------------------------------|--|---|--|---|---|---|
| <b>Manipulative Skills</b>            |  |   |  |   |   |   |
| <b>7. Manipulative Skills (Throw)</b> | Throws underhand with opposite foot forward demonstrating an <b>emerging pattern</b> . (K.1.7.A) | Throws underhand with different sizes and types of objects in a developing pattern. (1.1.7.A) | Throws underhand using a <b>mature pattern</b> (Such as throwing to a target, to an area or to a partner). (2.1.7.A) | Throws underhand to a partner or target with reasonable accuracy. (3.1.7.A) | Performs <b>mature pattern</b> in an underhand throw to a moving partner. (4.1.7.A)           | Applies <b>mature pattern</b> in an underhand throw in a variety of activities, <b>modified games</b> , and <b>small-sided game</b> play. (5.1.7.A) |
|                                       |  | Throws overhand in an <b>emerging pattern</b> . (1.1.7.B)                                     | Throws overhand with different sizes and types of objects in a developing pattern. (2.1.7.B)                         | Performs <b>mature pattern</b> in an overhand throw. (3.1.7.B)              | Demonstrates <b>mature pattern</b> in an underhand throw with accuracy. (4.1.7.B)             | Performs mature pattern in an overhand throw at varying distances. (5.1.7.B)  |
|                                       | Throws overhand with opposite foot forward demonstrating an <b>emerging pattern</b> . (K.1.7.B)  |   |  |   | Throws overhand using a <b>mature pattern</b> in <b>non-dynamic environments</b> . (4.1.7.C)  | Performs <b>mature pattern</b> in an overhand throw to a moving partner. (5.1.7.C)  |
|                                       |  |   |  |   | Throws overhand to a partner or at a target with accuracy at a reasonable distance. (4.1.7.D) | Performs <b>mature pattern</b> in an overhand throw in a variety of activities, <b>modified games</b> , and <b>small-sided games</b> . (5.1.7.D)    |

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|   | (Pre-) Kindergarten  | Grade 1  | Grade 2   | Grade 3   | Grade 4   | Grade 5   |
|---|--|--|---|---|---|---|
| <b>Manipulative Skills</b>                          |  |  |   |   |   |   |
| <b>8. Manipulative Skills<br/>(Pass with Hands)</b> | Developmentally appropriate/<br><b>emerging outcomes</b> first appear in Grade four. | Developmentally appropriate/<br><b>emerging outcomes</b> first appear in Grade four. | Developmentally appropriate/<br><b>emerging outcomes</b> first appear in Grade four.                                | Developmentally appropriate/<br><b>emerging outcomes</b> first appear in Grade four.  | Passes to a moving partner with reasonable accuracy in a <b>non-dynamic environment</b> .<br>(4.1.8.A)  | Passes with accuracy, both partners moving.<br>(5.1.8.A)  |
|   |  |  |   |   |   | Passes with reasonable accuracy in <b>dynamic, small-sided practice tasks</b> .<br>(5.1.8.B)  |
| <b>9. Manipulative Skills<br/>(Catch)</b>           | Drops a ball and catches it before it bounces twice.<br>(K.1.9.A)                    | Catches a soft object from a self-toss before it bounces.<br>(1.1.9.A)               | Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.<br>(2.1.9.A) | Catches a gently tossed hand-size ball from a partner, demonstrating a <b>mature pattern</b> in a <b>non-dynamic environment</b> .<br>(3.1.9.A) | Catches a thrown ball above the head, at chest or waist level, and below the waist using a <b>mature pattern</b> in a <b>non-dynamic environment</b> .<br>(4.1.9.A) | Catches a ball above the head, at chest or waist level, and along the ground using a <b>mature pattern</b> in a <b>non-dynamic environment</b> .<br>(5.1.9.A) |

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|   | <b>(Pre-) Kindergarten</b>  | <b>Grade 1</b>  | <b>Grade 2</b>   | <b>Grade 3</b>  | <b>Grade 4</b>   | <b>Grade 5</b>   |
|---|---|---|--|---|--|--|
| <b>Manipulative Skills</b>                        |   |   |  |   |  |  |
| <b>9. Manipulative Skills<br/>(Catch)</b>         | Catches a large ball tossed by a skilled thrower.<br>(K.1.9.B)              | Catches various sizes of balls by a skilled thrower.<br>(1.1.9.B)               |  |   |  | Catches with accuracy while moving.<br>(5.1.9.B)   |
|   |   |   |  |   |  | Catches with reasonable accuracy in <b>dynamic, small-sided practice tasks</b> . (5.1.9.C) |
| <b>10. Manipulative Skills<br/>(Hand Dribble)</b> | Dribbles a ball with one hand, attempting the second contact.<br>(K.1.10.A) | Dribbles continuously in personal space using the preferred hand.<br>(1.1.10.A) | Dribbles in personal space with preferred hand demonstrating a mature pattern.<br>(2.1.10.A) | Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.<br>(3.1.10.A) | Dribbles in personal space with both the preferred and the non-preferred hands using a <b>mature pattern</b> .<br>(4.1.10.A) | Combines hand dribbling with other skills during 1v1 practice tasks.<br>(5.1.10.A)         |
|   |   |   | Dribbles using the preferred hand while walking in general space.<br>(2.1.10.B)              |   |  |  |

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|   | (Pre-) Kindergarten   | Grade 1   | Grade 2   | Grade 3   | Grade 4   | Grade 5   |
|---|---|---|---|---|---|---|
| <b>Manipulative Skills</b>                      |   |   |   |   |   |   |
| <b>11. Manipulative Skills (Foot Pass/Kick)</b> | Demonstrates an <b>emerging pattern</b> while passing or kicking from a stationary position, demonstrating two of the <b>five critical elements of a mature kicking pattern.</b> (K.1.11.A) | Demonstrates an <b>emerging pattern</b> while approaching a stationary ball and passing or kicking it forward. (1.1.11.A) | Demonstrates an <b>emerging pattern</b> while passing and kicking a moving ball with the inside of the foot (such as passing the ball to a teammate in a soccer lead up game). (2.1.11.A) | Passes & receives a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass. (3.1.11.A)   | Passes & receives a ball with the inside of the foot to a moving partner in a <b>non-dynamic environment.</b> (4.1.11.A)                                | Passes with the feet using a <b>mature pattern</b> as both partners travel. (5.1.11.A)                                  |
|   |   |   |   | Demonstrates a <b>mature pattern</b> and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the <b>five critical elements of a mature pattern for each.</b> (3.1.11.B) | Passes and receives a ball with the outside and inside of the foot to a stationary partner, “giving” on reception before returning the pass. (4.1.11.B) | Receives a pass with the foot using a <b>mature pattern</b> as both partners travel. (5.1.11.B)                         |
|   |   |   |   | Uses a running approach and kicks a stationary ball for accuracy. (3.1.11.C)  | Kicks along the ground, in the air, and punts using <b>mature patterns.</b> (4.1.11.C)  | Demonstrates <b>mature patterns</b> in kicking and punting in <b>small-sided practice task</b> environments. (5.1.11.C) |

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|  | (Pre-) Kindergarten   | Grade 1  | Grade 2  | Grade 3   | Grade 4   | Grade 5  |
|--|---|--|--|---|---|--|
| <b>Manipulative Skills</b>                                     |   |  |  |   |   |  |
| <b>12. Manipulative Skills (Foot Dribble)</b>                  | Soft taps a ball using the inside of the foot, sending it forward.<br>(K.1.12.A)                            | Demonstrates <b>emerging pattern</b> while dribbling a ball using the inside of the foot while walking in general space.<br>(1.1.12.A) | Dribbles with the feet in general space with control of ball and body (such as dribbling a ball in a soccer lead-up game).<br>(2.1.12.A) | Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.<br>3.1.12.A)                   | Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.<br>(4.1.12.A)                                      | Combines foot dribbling with other skills (such as 1v1 <b>practice tasks, modified games, and small-sided game</b> play).<br>(5.1.12.A)  |
| <b>13. Manipulative Skills (Foot Trap Receive)</b>             | Performs <b>emerging pattern</b> while receiving with the preferred foot when stationary.<br>(K.1.13.A)     | Performs <b>emerging pattern</b> while receiving with the preferred foot when stationary.<br>(1.1.113.A)                               | Performs <b>emerging pattern</b> while receiving with the non-preferred foot when stationary.<br>(2.1.13.A)                              | Performs <b>mature pattern</b> while receiving with the foot when stationary.<br>(3.1.13.A)   | Performs <b>mature pattern</b> while receiving with the foot when moving in a <b>non-dynamic environment</b> .<br>(4.1.13.A)                                    | Applies <b>mature pattern</b> while receiving with the foot in a variety of activities (such as 1v1 <b>practice tasks, modified games, and small-sided game</b> play).<br>(5.1.13.A) |
| <b>14. Manipulative Skills (Strike/Volley, Hands and Arms)</b> | <b>Volleys</b> a lightweight object (such as a balloon), sending it upward with an open palm.<br>(K.1.14.A) | <b>Volleys</b> an object with an open palm, sending it upward.<br>(1.1.14.A)   | <b>Volleys</b> an object upward with consecutive hits with open palm or forearms.<br>(2.1.14.A)  | Demonstrates <b>emerging pattern</b> while <b>striking</b> an object underhand or sidearm, sending it upward and forward.<br>(3.1.14.A) | Demonstrates <b>mature pattern</b> while <b>striking</b> an object underhand in a variety of lead-up activities and <b>small-sided game</b> play.<br>(4.1.14.A) | Applies <b>mature pattern</b> while <b>striking</b> an object underhand in a variety of activities (such as <b>modified games, and small-sided game</b> play).<br>(5.1.14.A)         |

INDIANA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION  
GRADE (PRE-) KINDERGARTEN – GRADE FIVE

|  | (Pre-) Kindergarten  | Grade 1  | Grade 2   | Grade 3   | Grade 4  | Grade 5   |
|--|--|--|---|---|--|---|
| <b>Manipulative Skills</b>                             |  |  |   |   |  |   |
| <b>15. Manipulative Skills (Strike with Implement)</b> | <b>Strikes</b> a lightweight object with a paddle or short-handled racket.<br>(K.1.15.A) | <b>Strikes</b> a ball with a <b>short-handled implement</b> , sending it upward.<br>(1.1.15.A) | <b>Strikes</b> an object upward with a <b>short-handled implement</b> , using consecutive hits.<br>(2.1.15.A) | <b>Strikes</b> an object with a <b>short-handled implement</b> , sending it forward over a low net or to a wall.<br>(3.1.15.A)  | <b>Strikes</b> an object with a <b>short-handled implement</b> while demonstrating a mature pattern.<br>(4.1.15.A)   | <b>Strikes</b> an object consecutively, with a partner, using a <b>short-handled implement</b> , over a net or against a wall, in either a competitive or cooperative game environment.<br>(5.1.15.A) |
|  |  |  | <b>Strikes</b> a ball off a tee or cone with a bat, using correct grip and body alignment.<br>(2.1.15.B)      | <b>Strikes</b> a ball with a <b>long-handled implement</b> (such as a hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. <i>Note:</i> Use batting tee or ball tossed by teacher for batting.<br>(3.1.15.B) | <b>Strikes</b> an object with a <b>long-handled implement</b> (such as a hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating three of the <b>five critical elements of a mature pattern</b> for the implement.<br>(4.1.15.B) | <b>Strikes</b> a pitched ball with a bat using a <b>mature pattern</b> .<br>(5.1.15.B)  |

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GRADE (PRE-) KINDERGARTEN – GRADE FIVE**

|  | <b>(Pre-) Kindergarten</b>  | <b>Grade 1</b>  | <b>Grade 2</b>  | <b>Grade 3</b>  | <b>Grade 4</b>   | <b>Grade 5</b>  |
|--|---|---|---|---|--|---|
| <b><i>Manipulative Skills</i></b>                      |   |   |   |   |  |   |
| <b>15. Manipulative Skills (Strike with Implement)</b> |   |   |   |   |  | Combines <b>striking</b> with a <b>long implement</b> (such as a bat, hockey stick) with receiving and traveling skills in a <b>small-sided game</b> . (5.1.15.C)     |
| <b>16. Manipulative Skills (Jump Rope)</b>             | Executes a single jump with self-turned rope. (K.1.16.A)          | Jumps forward or backward consecutively using a self-turned rope. (1.1.16.A)                    | Jumps a self-turned rope consecutively forward and backward with a mature pattern. (2.1.16.A) | Performs intermediate jump-rope skills (such as a variety of tricks, running in and out of long rope) for both long and short ropes. (3.1.16.A) | Creates a jump-rope routine (such as jumping in a figure 8, front to back, etc., and with short rope, long rope, double dutch, Jump Bands). (4.1.16.A) | Creates a jump-rope routine with a partner (such as jumping in a figure 8, front to back, etc., and with short rope, long rope, double dutch, Jump Bands). (5.1.16.A) |
|  | Jumps with a long rope using teacher-assisted turning. (K.1.16.B) | Jumps with a long rope up to five times consecutively with teacher assisted turning. (1.1.16.B) | Jumps with a long rope five times consecutively with student turners. (2.1.16.B)              |   |  |   |



**INDIANA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION  
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**Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

*Students in early elementary learn to utilize cognitive information to understand motor skill acquisition. Knowledge of basic movement concepts (body, spatial, directional, and temporal awareness) enhance independent learning and effective participation in physical activity. As they gain more motor control, students begin to adapt their skills in order to produce efficient movement to improve their individual performances. By the end of 5th grade students demonstrate an understanding of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and mature (proficient) movement forms. They self-assess their skills and those of classmates and discuss methods for improving performance.*

|   | (Pre-) Kindergarten   | Grade 1   | Grade 2  | Grade 3   | Grade 4  | Grade 5   |
|---|---|---|--|---|--|---|
| <b>Movement Concepts and Strategies</b> |   |   |  |   |  |   |
| <b>1. Space</b>                         | Differentiates between movement in personal space and general space at a slow to moderate speed.<br>(K.2.1.A) | Moves in personal space and general space in response to designated beats/rhythms.<br>(1.2.1.A) | Combines locomotor skills in general space to a rhythm.<br>(2.2.1.A) | Recognizes the concept of open spaces in a movement context.<br>(3.2.1.A) | Applies the concept of open spaces to combination skills involving traveling (such as dribbling and traveling).<br>(4.2.1.A) | Combines spatial concepts with <b>locomotor and non-locomotor movements</b> for small groups (such as in gymnastics, dance and game environments).<br>(5.2.1.A) |
|   | Moves in personal space to a rhythm.<br>(K.2.1.B)   |   |  |   | Applies the concept of closing spaces in <b>small-sided practice tasks</b> .<br>(4.2.1.B)                                    |   |
|   |   |   |  |   | Dribbles in general space with changes in direction and speed.<br>(4.2.1.C)  |   |

**INDIANA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION  
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|  | <b>(Pre-) Kindergarten</b>  | <b>Grade 1</b>  | <b>Grade 2</b>  | <b>Grade 3</b>   | <b>Grade 4</b>  | <b>Grade 5</b>   |
|--|---|---|---|--|---|--|
| <b><i>Movement Concepts and Strategies</i></b> |   |   |   |  |   |  |
| <b>2. Pathways, Shapes, Levels</b>             | Travels in three different pathways (such as moving in various patterns: straight, curved). (K.2.2.A)                           | Travels demonstrating low, middle, and high levels. (1.2.2.A)   | Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences (such as demonstrates straight arms with a cartwheel; landing with soft knees/slight flex when jumping down from a height). (2.2.2.A) | Recognizes <b>locomotor skills</b> specific to a wide variety of physical activities. (3.2.2.A)                      | Combines <b>movement concepts</b> with skills in <b>small-sided practice tasks</b> (such as gymnastics and dance environments). (4.2.2.A) | Combines <b>movement concepts</b> with skills in <b>small-sided practice tasks</b> (such as in game environments, gymnastics and dance with self-direction). (5.2.2.A) |
|  |   | Travels demonstrating a variety of relationships with objects (such as over, under, around, through). (1.2.2.B) |   |  |   |  |
| <b>3. Speed, Direction, Force</b>              | Travels in general space with different speeds (such as traveling at various speeds in skill development activities). (K.2.3.A) | Differentiates between movements that are fast and slow speeds, and with strong and light force. (1.2.3.A)      | Varies time and force with gradual increases and decreases. (2.2.3.A)   | Combines <b>movement concepts</b> (direction, levels, force, time) with skills as directed by the teacher. (3.2.3.A) | Applies the <b>movement concepts</b> of speed, endurance and pacing for running. (4.2.3.A)  | Applies <b>movement concepts</b> to strategy in game situations. (5.2.3.A)   |

INDIANA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION  
GRADE (PRE-) KINDERGARTEN – GRADE FIVE

|  | (Pre-) Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4   | Grade 5   |
|--|---------------------|---------|---------|---------|---|---|
| <b><i>Movement Concepts and Strategies</i></b> |                     |         |         |         |   |   |
| <b>3. Speed, Direction, Force</b>              |                     |         |         |         | Applies the concepts of direction and force when <b>striking</b> an object sending it toward a designated target. (4.2.3.B) | Applies the concepts of direction and force to <b>strike</b> an object with an implement. (5.2.3.B)   |
|  |                     |         |         |         |   | Analyzes movement situations and applies <b>movement concepts</b> (such as force, direction, speed, pathways, extensions) in <b>small-sided practice tasks</b> in game environments, dance or gymnastics. (5.2.3.C) |

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GRADE (PRE-) KINDERGARTEN – GRADE FIVE

|  | (Pre-) Kindergarten   | Grade 1   | Grade 2   | Grade 3  | Grade 4  | Grade 5   |
|--|---|---|---|--|--|---|
| <b><i>Movement Concepts and Strategies</i></b> |   |   |   |  |  |   |
| <b>4. Strategies and Tactics</b>               | Developmentally appropriate/<br><b>emerging outcomes</b> first appear in Grade three. | Developmentally appropriate/<br><b>emerging outcomes</b> first appear in Grade three. | Developmentally appropriate/<br><b>emerging outcomes</b> first appear in Grade three. | Applies simple strategies and tactics in chasing activities. (3.2.4.A) | Applies simple offensive strategies and tactics in chasing and fleeing activities. (4.2.4.A) | Applies basic offensive and defensive strategies/tactics in <b>invasion small-sided practice tasks</b> . (5.2.4.A)                |
|  |   |   |   | Applies simple strategies in fleeing activities. (3.2.4.B)             | Applies simple defensive strategies/tactics in chasing and fleeing activities. (4.2.4.B)     | Applies basic offensive and defensive strategies and tactics in <b>net/wall small-sided practice tasks</b> . (5.2.4.B)            |
|  |   |   |   |  | Recognizes the types of kicks needed for different games and sports situations. (4.2.4.C)    | Recognizes the type of throw, <b>volley</b> or <b>striking</b> action needed for different games and sports situations. (5.2.4.C) |

**INDIANA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION  
GRADE (PRE-) KINDERGARTEN – GRADE FIVE**

**Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

*Students in early elementary will learn regular participation in physical activity enhances physical and psychological health, provides for social opportunities, and contributes to a healthy active lifestyle. By the end of 5th grade students develop a more thorough understanding of the relationship between lifestyle and health.*

*Through observation and analysis, students are able to critique self and others as they begin to develop an awareness of the physical, mental, social, and emotional importance of physical activity. Students are able to describe how improved fitness is achieved and identify what their age appropriate physical fitness goals should be.*

|  | <b>(Pre-) Kindergarten</b>  | <b>Grade 1</b>  | <b>Grade 2</b>  | <b>Grade 3</b>  | <b>Grade 4</b>  | <b>Grade 5</b>   |
|--|---|---|---|---|---|--|
| <b>Physical Activity</b>               |   |   |   |   |   |  |
| <b>1. Physical activity knowledge</b>  | Recognizes active play opportunities outside physical education class.<br>(K.3.1.A) | Explains the benefits of being active and exercising and/or playing.<br>(1.3.1.A) | Describes large-motor and/or manipulative physical activities for participation outside physical education class (such as before and after school, at home, at the park, with friends and family).<br>(2.3.1.A) | Documents participation in physical activities outside physical education class.<br>(3.3.1.A)<br><br>Identifies physical activity benefits as a way to become healthier.<br>(3.3.1.B) | Analyzes opportunities for participating in physical activity outside physical education class.<br>(4.3.1.A)        | Documents and analyzes physical activity outside physical education class for fitness benefits of activities.<br>(5.3.1.A) |
| <b>2. Engages in physical activity</b> | Actively participates in physical education class.<br>(K.3.2.A)                     | Actively engages in physical education class.<br>(1.3.2.A)                        | Actively engages in physical education class in response to instruction and practice.<br>(2.3.2.A)  | Actively engages in the activities of physical education class with minimal teacher prompting.<br>(3.3.2.A)   | Actively engages in the activities of physical education class, both teacher-directed and independent.<br>(4.3.2.A) | Actively engages in the activities of physical education class, both teacher-directed and independent.<br>(5.3.2.A)        |

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|  | <b>(Pre-) Kindergarten</b>  | <b>Grade 1</b>   | <b>Grade 2</b>  | <b>Grade 3</b>  | <b>Grade 4</b>   | <b>Grade 5</b>  |
|--|---|--|---|---|--|---|
| <b><i>Fitness</i></b>                                |   |  |   |   |  |   |
| <b>3. Fitness knowledge</b>                          | Recognizes that when you move fast, your heart beats faster and you breathe faster. (K.3.3.A) | Identifies the heart as a muscle that grows stronger when you exercise, play, and are physically active. (1.3.3.A) | Recognizes the use of the body as resistance (such as holds body in plank position, bear crawl, crab walk, etc.) for developing strength. (2.3.2.A) | Describes the concept of fitness and provides examples of physical activity to enhance fitness. (3.3.3.A) | Identifies the five components of health-related fitness. (4.3.3.A)                                | Differentiates between skill-related and health-related fitness. (5.3.3.A)  |
|  |   |  | Identifies physical activities that contribute to fitness. (2.3.3.B)  | Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (3.3.3.B)      | Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment. (4.3.3.B) | Identifies the need for warm-up and cool-down relative to various physical activities. (5.3.3.B)                          |
| <b>4. Fitness Assessment &amp; Wellness Planning</b> | Developmentally appropriate/<br><b>emerging outcomes</b> first appear in Grade three          | Developmentally appropriate/<br><b>emerging outcomes</b> first appear in Grade three                               | Developmentally appropriate/<br><b>emerging outcomes</b> first appear in Grade three  | Demonstrates, with teacher direction, the health-related fitness components. (3.3.4.A)                    | Completes fitness assessments (pre and post). (4.3.4.A)  | Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health. (5.3.4.A) |

**INDIANA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION  
GRADE (PRE-) KINDERGARTEN – GRADE FIVE**

|  | <b>(Pre-)<br/>Kindergarten</b>   | <b>Grade 1</b>  | <b>Grade 2</b>  | <b>Grade 3</b>  | <b>Grade 4</b>  | <b>Grade 5</b>   |
|--|--|---|---|---|---|--|
| <b><i>Fitness</i></b>                                |  |   |   |   |   |  |
| <b>4. Fitness Assessment &amp; Wellness Planning</b> |  |   |   |   | Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.<br>(4.3.4.B) | Designs a fitness plan to address ways to use physical activity to enhance fitness.<br>(5.3.4.B)                 |
| <b>5. Body Systems</b>                               | Recognizes basic structure and function of body systems (such as the heart is a muscle, bones make up the skeletal system).<br>(K.3.5.A) | Recognizes basic structure and function of the muscular and skeletal system (such as muscles move the body).<br>(1.3.5.A) | Recognizes structure and function of the circulatory and respiratory system (such as lungs help with breathing).<br>(2.3.5.A) | Describes connections between muscular and skeletal systems.<br>(3.3.5.A)                 | Describes connections between body systems.<br>(4.3.5.A)  | Describes connections between body systems and their role in movement.<br>(5.3.5.A)                              |
| <b>6. Nutrition</b>                                  | Recognizes that food provides energy for physical activity.<br>(K.3.6.A)   | Differentiates between healthy and unhealthy foods.<br>(1.3.6.A)  | Recognizes the “good health balance” of nutrition and physical activity.<br>(2.3.6.A)   | Identifies foods that are beneficial for before and after physical activity.<br>(3.3.6.A) | Discusses the importance of hydration and hydration choices relative to physical activities.<br>(4.3.6.A)   | Analyzes the impact of food choices relative to physical activity, youth sports and personal health.<br>5.3.6.A) |

**INDIANA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION  
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|                       | <b>(Pre-)<br/>Kindergarten</b>                    | <b>Grade 1</b>   | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|-----------------------|---|--|----------------|----------------|----------------|----------------|
| <i><b>Fitness</b></i> |   |  |                |                |                |                |
| <b>6. Nutrition</b>   | Identifies healthy and unhealthy foods. (K.3.6.B) | Explains “My Plate” (such as matching foods to food groups). (1.3.6.B) |                |                |                |                |



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**Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

*Students in early elementary will develop respect for individual similarities and differences through positive interaction in physical activity. Students will understand that cooperation and teamwork promote personal and group success in activity settings. By the end of 5th grade students begin to show competence for working independently and cooperatively, in pairs and small groups, as they observe, explore, and apply the principles of physical activity in both physical education class and after school. They are willing to work with classmates of varying abilities and interests and are able to apply conflict management skills when needed.*

|                                   | Kindergarten  | Grade 1   | Grade 2  | Grade 3  | Grade 4   | Grade 5  |
|-----------------------------------|---|---|--|--|---|--|
| <b>1. Personal Responsibility</b> | Follows directions in group settings (such as safe behaviors, following rules, taking turns). (K.4.1.A) | Accepts personal responsibility by using equipment and space appropriately. (1.4.1.A) | Practices skills with minimal teacher prompting. (2.4.1.A)                           | Exhibits responsible behavior in both independent and group situations (3.4.1.A) | Exhibits responsible behavior in both independent and group situations. (4.4.1.A) | Engages in physical activity with responsible interpersonal behavior (such as peer to peer, student to teacher, student to referee). (5.4.1.A) |
|                                   | Demonstrates responsible behavior when prompted. (K.4.1.B)  | Follows the rules and protocols of the learning environment. (1.4.1.B)                | Accepts responsibility and consequences for following rules and protocols. (2.4.1.B) | Works independently for extended periods of time. (3.4.1.B)                      | Reflects on personal social behavior in physical activity. (4.4.1.B)              | Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (5.4.1.B)             |

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GRADE (PRE-) KINDERGARTEN – GRADE FIVE**

|                                   | <b>Kindergarten</b>  | <b>Grade 1</b>  | <b>Grade 2</b>  | <b>Grade 3</b>   | <b>Grade 4</b>  | <b>Grade 5</b>  |
|-----------------------------------|--|---|---|--|---|---|
| <b>1. Personal Responsibility</b> |  |   |   |  |   | Exhibits respect for self with appropriate behavior while engaging in physical activity.<br>(5.4.1.C)   |
| <b>2. Accepting Feedback</b>      | Follows instruction/directions when prompted.<br>(K.4.2.A) | Responds appropriately to general feedback from the teacher.<br>(1.4.2.A)                                       | Accepts specific corrective feedback from the teacher.<br>(2.4.2.A) | Accepts and implements specific corrective feedback from the teacher.<br>(3.4.2.A) | Listens respectfully to corrective feedback from others (such as peers, adults).<br>(4.4.2.A) | Gives corrective feedback respectfully to peers.<br>(5.4.2.A)   |
| <b>3. Working with Others</b>     | Shares equipment and space with others.<br>(K.4.3.A)       | Works independently with others in a variety of class activities (such as small and large groups).<br>(1.4.3.A) | Works independently with others in partner activities.<br>(2.4.3.A) | Works cooperatively with others.<br>(3.4.3.A)                                      | Praises the movement effort of others both more and less skilled.<br>(4.4.3.A)                | Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.<br>(5.4.3.A) |
|                                   |  |   |   | Praises others for their success in movement performance.<br>(3.4.3.B)             | Accepts players of all skill levels into the physical activity.<br>(4.4.3.B)                  |   |

**INDIANA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION  
GRADE (PRE-) KINDERGARTEN – GRADE FIVE**

|                                 | <b>Kindergarten</b>   | <b>Grade 1</b>  | <b>Grade 2</b>  | <b>Grade 3</b>  | <b>Grade 4</b>  | <b>Grade 5</b>  |
|---------------------------------|---|---|---|---|---|---|
| <b>4. Rules &amp; Etiquette</b> | Recognizes the established protocols for class activities. (K.4.4.A)  | Demonstrates following rules and protocols for class activities. (1.4.4.A)  | Accepts responsibility and consequences for following rules and protocols for class activities. (2.4.4.A) | Recognizes the role of rules and <b>etiquette</b> in physical activity with peers. (3.4.4.A)                | Exhibits <b>etiquette</b> and adherence to rules in a variety of physical activities. (4.4.4.A)             | Critiques the <b>etiquette</b> involved in rules of various game activities. (5.4.4.A)                      |
| <b>5. Safety</b>                | Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (K.4.5.A) | Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders. (1.4.5.A) | Works independently and safely in physical education, including equipment use. (2.4.5.A)                  | Works safely with peers, independently, and with/without equipment in physical activity settings. (3.4.5.A) | Works safely with peers, independently, and with/without equipment in physical activity settings. (4.4.5.A) | Works safely with peers, independently, and with/without equipment in physical activity settings. (5.4.5.A) |

**INDIANA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION  
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**Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

*Students in early elementary will understand enjoyable and challenging physical activities, will develop self-confidence, and promote a positive self-image. Students begin to recognize their own abilities and choose activities/sports to improve their skills. By the end of 5th grade, students are able to better identify activities they enjoy and those in which they have greater skill or less skill. They articulate why they like or dislike certain activities. Although students can work cooperatively, they identify those classmates with whom they prefer playing or engaging in physical activity. They participate in challenging activities with less intimidation.*

|                     | Kindergarten  | Grade 1  | Grade 2  | Grade 3  | Grade 4  | Grade 5   |
|---------------------|---|--|--|--|--|---|
| <b>1. Health</b>    | Recognizes that <b>physical activity</b> is important for good health.<br>(K.5.1.A) | Identifies <b>physical activity</b> as a component of good health.<br>(1.5.1.A)  | Recognizes the value of “good health balance”.<br>(2.5.1.A)                    | Discusses the relationship between <b>physical activity</b> and good health.<br>(3.5.1.A)      | Examines the health benefits of participating in <b>physical activity</b> .<br>(4.5.1.A)           | Compares the health benefits of participating in selected physical activities.<br>(5.5.1.A)   |
| <b>2. Challenge</b> | Understands that some physical activities are challenging.<br>(K.5.2.A)             | Recognizes that challenge in physical activities can lead to success (such as learning a new game or activity).<br>(1.5.2.A) | Compares physical activities that bring confidence and challenge.<br>(2.5.2.A) | Discusses the challenge that comes from learning a new <b>physical activity</b> .<br>(3.4.2.A) | Rates the enjoyment of participating in challenging and mastered physical activities.<br>(4.5.2.A) | Expresses (such as written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite <b>physical activity</b> .<br>(5.5.2.A) |

**INDIANA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION  
GRADE (PRE-) KINDERGARTEN – GRADE FIVE**

|   | <b>Kindergarten</b>  | <b>Grade 1</b>  | <b>Grade 2</b>  | <b>Grade 3</b>   | <b>Grade 4</b>   | <b>Grade 5</b>  |
|---|--|---|---|--|--|---|
| <b>3. Self-expression and Enjoyment</b> | Identifies physical activities that are enjoyable.<br>(K.5.3.A)              | Describes positive feelings that result from participating in physical activities.<br>(1.5.3.A) | Identifies physical activities that provide self-expression (such as dance, gymnastics routines, practice tasks in game situations).<br>(2.5.3.A) | Reflects on the reasons for enjoying selected physical activities.<br>(3.5.3.A)                                  | Ranks the enjoyment of participating in different physical activities.<br>(4.5.3.A)  | Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.<br>(5.5.3.A) |
| <b>4. Social Interaction</b>            | Recognizes that physical activity can help develop friendships.<br>(K.5.4.A) | Identifies that physical activity promotes opportunity for social interaction.<br>(1.5.4.A)     | Understands that physical activities can foster cooperation.<br>(2.5.4.A)   | Describes the positive social interactions that come when engaged with others in physical activity.<br>(3.5.4.A) | Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.<br>(4.5.4.A) | Describes the social benefits gained from participating in physical activity (such as recess, youth sport).<br>(5.5.4.A)                  |