



Archdiocese of Washington Catholic Schools

Academic Standards

Physical Education

Preschool

Standard 1 – Locomotor and Non-Locomotor Skills

Young children begin to develop fundamental movements and basic body management competence. They observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects.

- P.1.1 Perform locomotor (traveling actions) and non-locomotor skills (movement in place) skills at a basic level.
Example: Students march, walk, run, hop, kick, crawl, jump forward with feet together, slide, stretch, climb and walk in a line one behind the other.
- P1.2 Perform stability skills alone and/or with a partner.
Example: Students transfer weight so as to rock, roll, stand on one foot for six seconds, walk up and down stairs alternating feet, do somersaults and log rolls, and walk on a balance beam or board forward and backward.
- P.1.3 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level.
Example: Students run in playground obstacle courses where they throw a bean bag at a target with an overhand motion and trunk rotation, throw something up in the air and catch it and then jump over a stationary object like a jump rope stretched out on the ground.
- P.1.4 Perform basic rhythmical skills alone and/or with a partner.
Example: The child marches and dances to music or rhythmical sounds in free form or with simple adult directions.

Standard 2 – Movement Concepts and Motor Skills

Young children begin to develop movement vocabulary and to use terminology accurately. The children apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/right) personal and general space, effort and force (hard/soft) and speed and flow (fast/slow).

- P.2.1 Identify and use a variety of spatial relationships with objects.
Example: Student will move self and/or an object over, under, beside, and through as directed by an adult.
- P.2.2 Apply movement concepts to specific movement situations.
Example: When jumping, students bend their knees to soften the landing and avoid obstacles in the path.



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P.2.3 Integrate a variety of educational concepts in games and rhythmic/fitness activities.
Example: The child moves like a lion and roars as he/she moves.

P.2.4 Identify and solve problems through active explorations.

Standard 3 – Healthy Lifestyle

While participating in physical activities, young children are beginning to form an awareness of health and safety practices that support the growth of a healthy lifestyle.

P.3.1 Avoid potentially harmful objects, substances and activities.

P.3.2 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.

P.3.3 Follow basic safety rules.

Example: When directed by adults, students follow fire drill procedures and pedestrian safety rules.

Standard 4 – Physical Fitness

Students progress from vigorous and fun activity for short periods of time to longer periods of time as they begin to achieve and maintain a health enhancing level of physical fitness.

P.4.1 Participate actively in games, outdoor play and other forms of exercise that enhance physical fitness.

P.4.2 Participate in a variety of gross/fine motor and sensory activities.

P.4.3 Attempt novel gross/fine motor and sensory activities as part of free time.

P.4.4 Experience satisfaction from regular participation in activity during and after school.

Example: Choose to play favorite games often and attempts new activities willingly.



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Standard 5 – Using Positive Interpersonal Skills

Positive interpersonal skills such as cooperation, sharing, and courtesy toward others serve as a foundation for young children playing well together.

- P.5.1 Demonstrate an understanding of the reasons for rules, regulations and safety practices.
Example: Students engage in physical education games and activities without intentionally colliding with other students and objects.
- P.5.2 Play cooperatively with others during physical activities.
- P.5.3 Work cooperatively with other students.
Example: Students take turns during physical activities, help others and work together as a team toward a common goal.

Standard 6 – Respect for Differences among People in Physical Settings

Young children begin to demonstrate an understanding and respect for differences among people in their physical activity settings.

- P.6.1 Treat others with respect during physical activities.
- P.6.2 Resolve conflicts in socially accepted ways during physical activities.

Standard 7 – Exhibiting Self-Confidence

Young children seek out and enjoy challenging physical activities that support their growth in self-expression while encouraging and supporting social interactions with others.

- P.7.1 Exhibit self-confidence while participating in movement activities.
- P.7.2 Express both positive and negative feelings about participating in physical activities.
- P.7.3 Demonstrate a determination to develop skills through repetitive practice.