

At a Glance



STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Kindergarten students learn about and interpret their environment by moving through space, often to a rhythmic beat. This movement includes moving side-to-side, forward-and-back, and upward-and-down using a variety of pathways (e.g., curved, straight, zigzag), and in relation to objects (e.g., over, under). Students practice locomotor movements, including walking, running, hopping, skipping, jumping, leaping, galloping, and sliding, to move in general space at both fast and slow speeds. Students also practice nonlocomotor movements (i.e., movements around their own axis), including bending, curling, stretching, swaying, swinging, turning, and twisting to move in personal space. Kindergarten students are also beginning to manipulate (e.g., strike, toss, kick, bounce) a wide variety of objects, including lightweight balls, beanbags, and balloons.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

This standard represents the cognitive knowledge that supports the locomotor, nonlocomotor, and manipulative skills learned in kindergarten. Often, the physical education lesson is able to address Standards 1 and 2 simultaneously; the teacher explains the information to the students and then has them experience it. For example in kindergarten, Standard 2.5 states, “Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop”; and Standard 1.16 states, “Perform locomotor and nonlocomotor movements to a steady beat.” The teacher first reviews the names of the locomotor skills, and then students perform them to a steady beat.

For Standard 2, students are developing a movement vocabulary. Besides the names of the locomotor skills (e.g., hop, jump, slide), they learn the names of relationships (e.g., over, under, behind), space (e.g., general, personal, up, down), body parts (e.g., shoulder, neck, back), and balance (e.g., base of support). They are also beginning to describe the correct technique for fundamental manipulative skills (e.g., finger position during the follow-through phase of bouncing a ball).

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

The kindergarten child's energy level and readiness to move contribute to a willingness to participate in enjoyable physical activities. The goal is for students to perform moderate to vigorous activities three to four days each week for increasing periods of time. Muscular strength and endurance are developed during kindergarten through activities performed on playground equipment such as horizontal ladders, horizontal bars, and climbing apparatus. Although kindergarten students typically do not lack flexibility, this is the time to have students demonstrate appropriate stretching exercises for the shoulders, legs, arms, and back while stressing the importance of slow, static movements.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Similar to the relationship between Standards 1 and 2, Standard 4 provides the cognitive information to support the fitness activities experienced in Standard 3. Specifically, students learn about physical activities that are enjoyable and challenging, the names of internal parts of the body (e.g., bones, organs), how muscles are used for climbing and for moving bones, and the need to stretch muscles to keep them healthy. They also learn that the heart is a muscle, and it works with the lungs to send oxygen to the other muscles throughout the body. Kindergarten students learn the role of nutrition (including the importance of water) in providing energy for physical activity.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Kindergarten students enjoy moving, so they are willing participants in many physical activities. It is important, however, for the teacher to help students associate the positive feelings derived from movement with the physical activity experience so that movement becomes an enjoyable lifelong habit. Kindergarten students tend to be solo learners, so the teaching and practicing of sharing are necessary. This practice can also include sharing the roles of leader and followers during locomotor practice. Again, the teacher helps students to associate sharing with enhanced feelings of joy and fun so that the skill is internalized.

Kindergarten *Physical Education* *Model Content Standards*

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

- 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.
- 1.2 Travel forward and sideways while changing direction quickly in response to a signal.
- 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.
- 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.

Body Management

- 1.5 Create shapes by using nonlocomotor movements.
- 1.6 Balance on one, two, three, four, and five body parts.
- 1.7 Balance while walking forward and sideways on a narrow, elevated surface.
- 1.8 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.

Locomotor Movement

- 1.9 Perform a continuous log roll.
- 1.10 Travel in straight, curved, and zigzag pathways.
- 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.

Manipulative Skills

- 1.12 Strike a stationary ball or balloon with the hands, arms, and feet.
- 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
- 1.14 Kick a stationary object, using a simple kicking pattern.
- 1.15 Bounce a ball continuously, using two hands.

Rhythmic Skills

- 1.16 Perform locomotor and nonlocomotor movements to a steady beat.
- 1.17 Clap in time to a simple, rhythmic beat.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.
- 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.

Body Management

- 2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- 2.4 Explain base of support.

Locomotor Movement

- 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

Manipulative Skills

- 2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.
- 2.7 Identify the point of contact for kicking a ball in a straight line.
- 2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity

- 3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance

- 3.3 Hang from overhead bars for increasing periods of time.
- 3.4 Climb a ladder, jungle gym, or apparatus.

Flexibility

- 3.5 Stretch shoulders, legs, arms, and back without bouncing.

Body Composition

- 3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

- 3.7 Identify indicators of increased capacity to participate in vigorous physical activity.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Identify physical activities that are enjoyable and challenging.
- 4.2 Describe the role of water as an essential nutrient for the body.
- 4.3 Explain that nutritious food provides energy for physical activity.

Aerobic Capacity

- 4.4 Identify the location of the heart and explain that it is a muscle.
- 4.5 Explain that physical activity increases the heart rate.
- 4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

Muscular Strength/Endurance

- 4.7 Explain that strong muscles help the body to climb, hang, push, and pull.
- 4.8 Describe the role of muscles in moving the bones.

Flexibility

- 4.9 Identify the body part involved when stretching.

Body Composition

- 4.10 Explain that the body is composed of bones, organs, fat, and other tissues.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Identify the feelings that result from participation in physical activity.
- 5.2 Participate willingly in physical activities.

Social Interaction

- 5.3 Demonstrate the characteristics of sharing in a physical activity.
- 5.4 Describe how positive social interaction can make physical activity with others more fun.

Group Dynamics

- 5.5 Participate as a leader and a follower during physical activities.