## KINDERGARTEN: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

<table>
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<tr>
<th>Standard</th>
<th>Benchmarks</th>
<th>Description</th>
<th>Activities</th>
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| 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills) | 1. Students will demonstrate progress toward the functional form of locomotor and nonlocomotor skills.              | • Practices walk, jog, run, skip, gallop, hop, and jump during teacher directed movement exploratory activities.  
• Practices bending, swinging, swaying, twisting, and reaching during teacher directed movement exploratory activities.  
• Demonstrate starting and stopping in response to a teacher initiated signal.                                                                             | • Movement/spatial activities  
• Gymnastics  
• Tag games                                                                                                                                                                                                                                                                       |
|                                                                         | 2. Students will demonstrate progress toward the functional form of manipulative skills.                              | • Tossing a variety of objects and catching it by self.  
• Receives a rolled ball.  
• Striking a slow object (e.g., balloon) with body parts.  
• Practice bouncing and catching a large ball.                                                                                                                                                                      | • Throw-catch  
  - Yard games  
  - B-ball  
  - V-ball                                                                                                                                                                                                                                                                               |
|                                                                         | 3. Students will demonstrate progress towards rhythmical patterns and movements (e.g., creative).                       | • Responds to a rhythmic beat (e.g., drum) with locomotor or nonlocomotor movement.  
• Performs a simple pattern to music.  
• Interprets music with creative movements.                                                                                                                                                                                                                                           | • Dances                                                                                                                                                                                                                       |
|                                                                         | 4. Students will demonstrate progress towards control in weight-bearing and balancing activities on a variety of body parts. | • Performs a variety of animal walks.  
• Discover balance by using various body parts.  
• Practices balance by executing different shapes and poses.                                                                                                                                                                                                                           | • Gymnastics  
  - Animal walks  
  - Balances  
  - Jumps  
  - Rolls  
  - Weight transfer  
  - Balance stations  
  - Beams                                                                                                                                                                                                                                                                            |
| 2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge) | 1. Students will identify fundamental movement patterns.                                                               | • Recognizes and can name basic locomotor patterns.  
• Recognizes the difference between dribbling with hands versus feet.  
• Recognizes the difference between fleeing and chasing  
• Knows how to tag safely.                                                                                                                                                                                                                                                                 | • Movement/spatial  
• Soccer/B-ball/Volley  
• Tag games                                                                                                                                                                                                                                                                               |
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| 2. Students will establish a beginning movement vocabulary (e.g., start, stop, personal space, high/low levels, fast/slow speeds. Light/heavy weights, balance, twist). | - Knows the signals for stop and start.  
- Responds to a slow versus medium versus fast pace.  
- Knows how to form a circle with appropriate spacing. |                                                                                                   | Movement  
- Tag games |
| 3. Students will apply appropriate concept to performance (e.g., change direction while running). | - Knows the concepts of placing self in front of, behind, and to the side of an object.  
- Knows and responds to concepts of moving forward, backwards, and sideways.  
- Knows the concepts of traveling over, under, inside, and outside an object. |                                                                                                   | Tag games  
- Hoops |
| 4. Students will identify various body parts and their location.        | - Knows where to locate parts of the body (e.g., arms, legs, ankles, feet, knees, wrists, hands).  
- Knows top versus bottom and front versus back. |                                                                                                   | |
| 3. Participates regularly in physical activity. (Physical Activity)     | 1. Students will engage in moderate to vigorous physical activity.  
- Performs a variety of locomotor movements for 3–5 minutes.  
- Participates in simple games that provide continuous movement (e.g., Tag).  
- Jumps a turned rope. |                                                                                                   | Movement/spatial  
- Tag games  
- Jump rope |
|                                                                         | 2. Students will participate in activities that require some physical exertion.  
- Participates in a continuous obstacle course.  
- Participates in stations.  
- Jogs or moves continuously for 3–5 minutes. |                                                                                                   | Movement/spatial  
- Tag games |
|                                                                         | 3. Students will participate in physical activity that is good for one’s health.  
- Climbs various pieces of equipment.  
- Participates in tumbling skills.  
- Stretches before vigorous activity. |                                                                                                   | Climbing wall  
- Gymnastics |
| 4. Achieves and maintains a health-enhancing level of fitness.          | 1. Students will sustain moderate to vigorous physical activity for short periods of time.  
- Hop on 1 foot for 10 seconds.  
- Gallop with music.  
- Participate in beginning tag activities. |                                                                                                   | Movement activities  
- Animal walks  
- Tag games |

Northfield Public Schools  
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<td>2. Students will identify how the body feels during different kinds of physical activity.</td>
<td>Identifies why sweating occurs during exercise. &lt;br&gt;Explains what happens to breathing during exercise.</td>
<td>Every lesson – Main idea</td>
<td></td>
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<td>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</td>
<td>1. Students will apply, with teacher reinforcement, classroom rules and procedures and safe practices.</td>
<td>Plays fairly during simple games. &lt;br&gt;Verbalizes rules and procedures. &lt;br&gt;Moves safely during exploratory activities.</td>
<td></td>
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<td></td>
<td>2. Students will apply with teacher reinforcement, respect for individuals, property, and equipment.</td>
<td>Uses equipment appropriately during skill practice. &lt;br&gt;Uses kind words with classmates during simple games. &lt;br&gt;Shares equipment with classmates.</td>
<td></td>
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<td>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</td>
<td>1. Students will try new movement and activity skills.</td>
<td>Creates a variety of animal movements. &lt;br&gt;Walks heel to toe on a line for extended length. &lt;br&gt;Properly tags and accepts tags from others.</td>
<td>Movement/spatial&lt;br&gt;Tag</td>
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<td>2. Students will participate in a variety of physical activities.</td>
<td>Participates in lead up games. &lt;br&gt;Participate in continuous relay activities.</td>
<td>All activities</td>
</tr>
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<td></td>
<td>3. Students will associate positive feelings with participation in physical activity.</td>
<td>Smiles during physical activity. &lt;br&gt;Shows verbal and nonverbal indicators of enjoyment. &lt;br&gt;Shows a thumbs up during an activity when prompted by teacher for feedback.</td>
<td>All activities</td>
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<td>4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).</td>
<td>Students willingly participate in activities without hesitation. &lt;br&gt;Student pairs with other students in class for activity (e.g., bridge building). &lt;br&gt;Student consistently chooses different people for partner activities.</td>
<td>All activities</td>
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