

# KINDERGARTEN: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Description	Activities
<b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b>	1. Students will demonstrate progress toward the functional form of locomotor and nonlocomotor skills.	<ul style="list-style-type: none"> <li>• Practices walk, jog, run, skip, gallop, hop, and jump during teacher directed movement exploratory activities.</li> <li>• Practices bending, swinging, swaying, twisting, and reaching during teacher directed movement exploratory activities.</li> <li>• Demonstrate starting and stopping in response to a teacher initiated signal.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement/spatial activities</li> <li>• Gymnastics</li> <li>• Tag games</li> </ul>
	2. Students will demonstrate progress toward the functional form of manipulative skills.	<ul style="list-style-type: none"> <li>• Tossing a variety of objects and catching it by self.</li> <li>• Receives a rolled ball.</li> <li>• Striking a slow object (e.g., balloon) with body parts.</li> <li>• Practice bouncing and catching a large ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw-catch                             <ul style="list-style-type: none"> <li>- Yard games</li> <li>- B-ball</li> <li>- V-ball</li> </ul> </li> </ul>
	3. Students will demonstrate progress towards rhythmical patterns and movements (e.g., creative).	<ul style="list-style-type: none"> <li>• Responds to a rhythmic beat (e.g., drum) with locomotor or nonlocomotor movement.</li> <li>• Performs a simple pattern to music.</li> <li>• Interprets music with creative movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Dances</li> </ul>
	4. Students will demonstrate progress towards control in weight-bearing and balancing activities on a variety of body parts.	<ul style="list-style-type: none"> <li>• Performs a variety of animal walks.</li> <li>• Discover balance by using various body parts.</li> <li>• Practices balance by executing different shapes and poses.</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics                             <ul style="list-style-type: none"> <li>- Animal walks</li> <li>- Balances</li> <li>- Jumps</li> <li>- Rolls</li> <li>- Weight transfer</li> <li>- Balance stations</li> <li>- Beams</li> </ul> </li> </ul>
<b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b>	1. Students will identify fundamental movement patterns.	<ul style="list-style-type: none"> <li>• Recognizes and can name basic locomotor patterns.</li> <li>• Recognizes the difference between dribbling with hands versus feet.</li> <li>• Recognizes the difference between fleeing and chasing</li> <li>• Knows how to tag safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement/spatial</li> <li>• Soccer/B-ball/Volley</li> <li>• Tag games</li> </ul>

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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).	<ul style="list-style-type: none"> <li>• Knows the signals for stop and start.</li> <li>• Responds to a slow versus medium versus fast pace.</li> <li>• Knows how to form a circle with appropriate spacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement</li> <li>• Tag games</li> </ul>
	3. Students will apply appropriate concept to performance (e.g., change direction while running).	<ul style="list-style-type: none"> <li>• Knows the concepts of placing self in front of, behind, and to the side of an object.</li> <li>• Knows and responds to concepts of moving forward, backwards, and sideways.</li> <li>• Knows the concepts of traveling over, under, inside, and outside an object.</li> </ul>	<ul style="list-style-type: none"> <li>• Tag games</li> <li>• Hoops</li> </ul>
	4. Students will identify various body parts and their location.	<ul style="list-style-type: none"> <li>• Knows where to locate parts of the body (e.g., arms, legs, ankles, feet, knees, wrists, hands).</li> <li>• Knows top versus bottom and front versus back.</li> </ul>	
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will engage in moderate to vigorous physical activity.	<ul style="list-style-type: none"> <li>• Performs a variety of locomotor movements for 3–5 minutes.</li> <li>• Participates in simple games that provide continuous movement (e.g., Tag).</li> <li>• Jumps a turned rope.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement/spatial</li> <li>• Tag games</li> <li>• Jump rope</li> </ul>
	2. Students will participate in activities that require some physical exertion.	<ul style="list-style-type: none"> <li>• Participates in a continuous obstacle course.</li> <li>• Participates in stations.</li> <li>• Jogs or moves continuously for 3–5 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement/spatial</li> <li>• Tag games</li> </ul>
	3. Students will participate in physical activity that is good for one's health.	<ul style="list-style-type: none"> <li>• Climbs various pieces of equipment.</li> <li>• Participates in tumbling skills.</li> <li>• Stretches before vigorous activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Climbing wall</li> <li>• Gymnastics</li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will sustain moderate to vigorous physical activity for short periods of time.	<ul style="list-style-type: none"> <li>• Hop on 1 foot for 10 seconds.</li> <li>• Gallop with music.</li> <li>• Participate in beginning tag activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement activities</li> <li>• Animal walks</li> <li>• Tag games</li> </ul>

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	2. Students will identify how the body feels during different kinds of physical activity.	<ul style="list-style-type: none"> <li>• Identifies why sweating occurs during exercise.</li> <li>• Explains what happens to breathing during exercise.</li> </ul>	
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will apply, with teacher reinforcement, classroom rules and procedures and safe practices.	<ul style="list-style-type: none"> <li>• Plays fairly during simple games.</li> <li>• Verbalizes rules and procedures.</li> <li>• Moves safely during exploratory activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Every lesson – Main idea</li> </ul>
	2. Students will apply with teacher reinforcement, respect for individuals, property, and equipment.	<ul style="list-style-type: none"> <li>• Uses equipment appropriately during skill practice.</li> <li>• Uses kind words with classmates during simple games.</li> <li>• Shares equipment with classmates.</li> </ul>	
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will try new movement and activity skills.	<ul style="list-style-type: none"> <li>• Creates a variety of animal movements.</li> <li>• Walks heel to toe on a line for extended length.</li> <li>• Properly tags and accepts tags from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement/spatial</li> <li>• Tag</li> </ul>
	2. Students will participate in a variety of physical activities.	<ul style="list-style-type: none"> <li>• Participates in lead up games.</li> <li>• Participate in continuous relay activities.</li> </ul>	<ul style="list-style-type: none"> <li>• All activities</li> </ul>
	3. Students will associate positive feelings with participation in physical activity.	<ul style="list-style-type: none"> <li>• Smiles during physical activity.</li> <li>• Shows verbal and nonverbal indicators of enjoyment.</li> <li>• Shows a thumbs up during an activity when prompted by teacher for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• All activities</li> </ul>
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).	<ul style="list-style-type: none"> <li>• Students willingly participate in activities without hesitation.</li> <li>• Student pairs with other students in class for activity (e.g., bridge building).</li> <li>• Student consistently chooses different people for partner activities.</li> </ul>	<ul style="list-style-type: none"> <li>• All activities</li> </ul>