

Kindergarten Physical Education Standards and Objectives

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Learning Priority: Develops, refines, and applies fundamental motor patterns.

A. Uses locomotor skills.

1:1:A1 Skips, hops, gallops, slides, etc., using mature form.

1:1:A2 Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills.

1:1:A3 Repeats a dance pattern without cues.

1:1:A4 Performs tumbling activities, including rolls, jumps, and weight transfer skills.

B. Uses manipulative skills.

1:1:B1 Throws a ball underhand using mature form.

1:1:B2 Throws a ball overhand.

1:1:B3 Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).

1:1:B4 Performs a variety of jump rope skills, including individual, partner, and long rope skills.

C. Uses non-locomotor skills.

1:1:C1 Balances with a variety of body parts or objects in creative shapes, round, twisted, narrow, symmetrical, and asymmetrical shapes.

Learning Priority	
Develops, refines, and applies fundamental motor patterns.	
Focus Area	Learning Continuum
A. Uses locomotor skills.	<p>1:1:A1 Skips, hops, gallops, slides, etc., using mature form.</p> <p>1:1:A2 Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills.</p> <p>1:1:A3 Repeats a dance pattern without cues.</p> <p>1:1:A4 Performs tumbling activities, including rolls, jumps, and weight transfer skills.</p>
B. Uses manipulative skills.	<p>1:1:B1 Throws a ball underhand using mature form.</p> <p>1:1:B2 Throws a ball overhand.</p> <p>1:1:B3 Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).</p> <p>1:1:B4 Performs a variety of jump rope skills, including individual, partner, and long rope skills.</p>
C. Uses non-locomotor skills.	<p>1:1:C1 Balances with a variety of body parts or objects in creative shapes—round, twisted, narrow, symmetrical, and asymmetrical shapes.</p>

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Learning Priority: Develops a cognitive understanding of a skill so as to improve performance.

A. Demonstrates cognitive understanding.

2:1:A1 Identifies correctly body planes and various body parts.

2:1:A2 Recognizes appropriate safety practices with and without physical education equipment.

2:1:A3 States that best effort is shown by trying new or hard tasks.

2:1:A4 Repeats cue words for skills being taught and demonstrates/explains what is meant by each. 2:1:A5 Corrects movement errors in response to corrective feedback.

2:1:A6 States the short-term effects of physical activity on the heart, lungs, and muscles.

2:1:A7 Explains that appropriate practice improves performance.

2:1:A8 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.

Learning Priority	
Demonstrates a cognitive understanding of a skill so as to improve performance.	
Focus Area	Learning Continuum
A. Demonstrates cognitive understanding.	<p>2:1:A1 Identifies correctly body planes and various body parts.</p> <p>2:1:A2 Recognizes appropriate safety practices with and without physical education equipment.</p> <p>2:1:A3 States that best effort is shown by trying new or hard tasks.</p> <p>2:1:A4 Repeats cue words for skills being taught and demonstrates/explains what is meant by each.</p> <p>2:1:A5 Corrects movement errors in response to corrective feedback.</p> <p>2:1:A6 States the short-term effects of physical activity on the heart, lungs, and muscles.</p> <p>2:1:A7 Explains that appropriate practice improves performance.</p> <p>2:1:A8 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.</p>

Standard 3: Participates regularly in physical activity.

Learning Priority: Engages in many types of physical activities.

A. Chooses to be physically active.

3:1:A1 Engages in moderate to vigorous physical activity on an intermittent basis.

3:1:A2 Participates in a variety of physical activities outside of school, with and without objects.

3:1:A3 Participates in a variety of non-structured and minimally-organized physical activities outside of physical education.

Learning Priority Engages in many types of physical activities.	
Focus Area	Learning Continuum
A. Chooses to be physically active.	3:1:A1 Engages in moderate to vigorous physical activity on an intermittent basis. 3:1:A2 Participates in a variety of physical activities outside of school with and without objects. 3:1:A3 Participates in a variety of non-structured and minimally-organized physical activities outside of physical education.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Learning Priority: Develops knowledge, skills, and attitudes toward achieving physical fitness.

A. Chooses to be physically active.

4:1:A1 Participates in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars, or traverse wall.

4:1:A2 Engages in a series of physical activities without tiring easily.

4:1:A3 Sustains activity for increasingly longer periods of time while participating in various activities in physical education.

B. Manages healthy physical activity.

4:1:B1 Begins to identify muscle groups used in activities.

4:1:B2 Participates in a variety of activities and games that increase breathing and heart rate.

4:1:B3 Recognizes that health-related physical fitness consists of several different components.

Learning Priority	
Develops knowledge, skills, and attitudes toward achieving physical fitness.	
Focus Area	Learning Continuum
A. Chooses to be physically active.	<p>4:1:A1 Participates in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars, or traverse wall.</p> <p>4:1:A2 Engages in a series of physical activities without tiring easily.</p> <p>4:1:A3 Sustains activity for increasingly longer periods of time while participating in various activities in physical education.</p>
B. Manages healthy physical activity.	<p>4:1:B1 Begins to identify muscle groups used in activities.</p> <p>4:1:B2 Participates in a variety of activities and games that increase breathing and heart rate.</p> <p>4:1:B3 Recognizes that health-related physical fitness consists of several different components.</p>

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Learning Priority: Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Incorporates safe practices and adherence to rules and procedures.

5:1:A1 Practices specific skills as assigned until the teacher signals the end of practice.

5:1:A2 Follows directions given to the class for an all-class activity.

5:1:A3 Uses safety procedures.

5:1:A4 Reports the results of work honestly.

5:1:A5 Enjoys participating alone while exploring movement tasks.

5:1:A6 Follows rules, procedures, and etiquette in class.

5:1:A7 Works independently, productively, and demonstrates a willingness to challenge self.

B. Demonstrates teamwork, ethics, and positive social interaction.

5:1:B1 Shows cooperation and fair play for others by helping, sharing, and taking turns.

5:1:B2 Participates in a variety of cooperative activities.

5:1:B3 Works in a diverse group setting without interfering with others.

5:1:B4 Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability).

5:1:B5 Demonstrates the elements of socially acceptable conflict resolution during class activity.

5:1:B6 Regularly encourages others and refrains from negative statements.

Learning Priority	
Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.	
Focus Area	Learning Continuum
A. Incorporates safe practices and adherence to rules and procedures.	<p>5:1:A1 Practices specific skills as assigned until the teacher signals the end of practice.</p> <p>5:1:A2 Follows directions given to the class for an all-class activity.</p> <p>5:1:A3 Uses safety procedures.</p> <p>5:1:A4 Reports the results of work honestly.</p> <p>5:1:A5 Enjoys participating alone while exploring movement tasks.</p> <p>5:1:A6 Follows rules, procedures, and etiquette in class.</p> <p>5:1:A7 Works independently, productively, and demonstrates a willingness to challenge self.</p>
B. Demonstrates teamwork, ethics, and positive social interaction.	<p>5:1:B1 Shows cooperation and fair play for others by helping, sharing, and taking turns.</p> <p>5:1:B2 Participates in a variety of cooperative activities.</p> <p>5:1:B3 Works in a diverse group setting without interfering with others.</p> <p>5:1:B4 Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability).</p> <p>5:1:B5 Demonstrates the elements of socially acceptable conflict resolution during class activity.</p> <p>5:1:B6 Regularly encourages others and refrains from negative statements.</p>

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Learning Priority: Participates in new movements and skills for enjoyment.

A. Engages in physical activity.

6:1:A1 Shares verbal and nonverbal indicators of enjoyment.

6:1:A2 Attempts new movements and skills willingly.

6:1:A3 Participates even when not successful.

6:1:A4 Identifies several activities that are enjoyable.

6:1:A5 Expresses personal feelings on progress made while learning a new skill.

Learning Priority

Participates in new movements and skills for enjoyment.

Focus Area	Learning Continuum
A. Engages in physical activity.	6:1:A1 Shares verbal and nonverbal indicators of enjoyment. 6:1:A2 Attempts new movements and skills willingly. 6:1:A3 Participates even when not successful. 6:1:A4 Identifies several activities that are enjoyable. 6:1:A5 Expresses personal feelings on progress made while learning a new skill.