

KINDERGARTEN

| <u>Standard</u> | <u>Benchmarks</u> | <u>Content/Assessment</u> |
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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. | <ul style="list-style-type: none"> • 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. |
| | 2. Students will demonstrate progress toward the functional form of manipulative skills. | <ul style="list-style-type: none"> • 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. |
| | 3. Students will demonstrate progress towards rhythmical patterns and movements (e.g., creative). | <ul style="list-style-type: none"> • Responds to a rhythmic beat (e.g., drum) with locomotor or nonlocomotor movement. • Performs a simple pattern to music. • Interprets music with creative movements. |
| | 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"> • Performs a variety of animal walks. • Discover balance by using various body parts. • Practices balance by executing different shapes and poses. |
| 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. | <ul style="list-style-type: none"> • 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. |
| | 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"> • 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. • Knows that a good static balance requires a still body. |
| | 3. Students will apply appropriate concept to performance (e.g., change direction while running). | <ul style="list-style-type: none"> • 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. |

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| | 4. Students will identify various body parts and their location. | <ul style="list-style-type: none"> • Knows where to locate parts of the head (e.g., eyes, eyebrows, nose, mouth, ears, chin, cheeks). • 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. (e.g., top and bottom of foot). |
| 3. Participates regularly in physical activity. (Physical Activity) | 1. Students will engage in moderate to vigorous physical activity. | <ul style="list-style-type: none"> • Performs a variety of locomotor movements for 3 – 5 minutes. • Participates in Simple Games that provide continuous movement. • Jumps a turned long rope. |
| | 2. Students will participate in activities that require some physical exertion. | <ul style="list-style-type: none"> • Participates in a continuous obstacle course. • Participates in stations. • Jogs or moves continuously for 3 –5 minutes. |
| | 3. Students will participate in physical activity that is good for one's health. | <ul style="list-style-type: none"> • Climbs various pieces of equipment. • Participates in tumbling skills. • Stretches before vigorous activity. |
| 4. Achieves and maintains a health-enhancing level of fitness. | 1. Students will sustain moderate to vigorous physical activity for short periods of time. | <ul style="list-style-type: none"> • Hop on 1 foot for 10 seconds. • Gallop with music. • Participate in beginning tag activities. |
| | 2. Students will identify how the body feels during different kinds of physical activity. | <ul style="list-style-type: none"> • Relate different items to heart rhythms (e.g., drum beat). • Explains why sweating occurs during exercise. • Explains what happens to breathing during exercise. |
| 5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills) | 1. Students will apply, with teacher reinforcement, classroom rules and procedures and safe practices. | <ul style="list-style-type: none"> • Plays fairly during simple games. • Verbalizes rules and procedures. • Moves safely during exploratory activities. |
| | 2. Students will apply with teacher reinforcement, respect for individuals, property, and equipment. | <ul style="list-style-type: none"> • Uses equipment appropriately during skill practice. • Uses kind words with classmates during simple games. • Shares equipment with classmates. |
| 6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value) | 1. Students will try new movement and activity skills. | <ul style="list-style-type: none"> • Creates a variety of animal movements. • Walks heel to toe on a line for extended length. • Properly tags and accepts tags from others. |
| | 2. Students will participate in a variety of physical activities. | <ul style="list-style-type: none"> • Participates in lead up games. • Participate in continuous relay activities. |

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| | 3. Students will associate positive feelings with participation in physical activity. | <ul style="list-style-type: none"> • Smiles during physical activity. • Shows verbal and nonverbal indicators of enjoyment. • Shows a thumbs up during an activity when prompted by teacher for feedback. |
| | 4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability). | <ul style="list-style-type: none"> • Students willingly participate in activities without hesitation. • Student pairs with other students in class for activities. • Student consistently chooses different people for partner activities. |