

## Kindergarten

Participating in a variety of movement experiences to develop fundamental movement patterns is the primary focus of the kindergarten physical education curriculum. While children at this level vary in maturity across all movement skills, they should demonstrate continuous improvement in movement under very simple conditions. While developing fundamental skill patterns, students begin to learn key movement concepts that help them perform in a variety of educational games, dances, and gymnastics. They learn how their bodies react to vigorous physical activity. Students learn to use safe practices, cooperate with and respect others, and follow classroom rules. Experiences in physical education help them develop a positive attitude for leading a healthy, active lifestyle.

### Motor Skill Development

- K.1 The student will demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills to understand the various ways the body can move.
- Demonstrate and differentiate between walking, running, hopping, galloping, and jumping.
  - Demonstrate bending, pushing, pulling, turning, and balancing on one foot.
  - Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for tossing and throwing underhand to targets, bounce and catch, toss and catch, kicking stationary ball to target, striking stationary object with paddle, dribbling, rolling ball underhand to target, trapping and volleying with hand.
  - Demonstrate a minimum of two critical elements used in manipulative skills while moving, to include dribbling with continuous kick (taps) of ball while walking.
  - Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns.
  - Demonstrate moving forward, sideways, and in side-to-side directions.
  - Demonstrate moving at low, medium, and high levels.
  - Demonstrate traveling in straight, curving, and zigzagging pathways.
  - Demonstrate fast, slow, and moderate speeds.
  - Demonstrate jumping over a stationary rope and a self-turn single jump.
  - Demonstrate one roll (narrow or curled).

### Anatomical Basis of Movement

- K.2 The student will identify basic structures of the body and basic spatial awareness concepts.
- Explain that the body has muscles and bones that help the body move.
  - Identify that the heart as a special muscle that helps the body move.
  - Explain that moving faster makes the heart beat faster.
  - Demonstrate the concept of personal space.

### Fitness Planning

- K.3 The student will identify basic fitness concepts.
- Explain that physical activity helps the body grow.
  - Identify activities that can be done at home to keep the body healthy.
  - Identify physical activities that are done with family and with friends for fun.

### Social Development

- K.4 The student will use appropriate behaviors and safe practices in physical activity settings.
- Demonstrate cooperative and safe play.
  - Demonstrate general and personal space.
  - Identify three classroom (procedural) rules.

## **Energy Balance**

- K.5 The student will identify basic concepts of energy balance.
- a) Explain that food provides energy for movement.
  - b) Identify one fruit and one vegetable.
  - c) Explain that fruits and vegetables help the body keep moving.