

KINDERGARTEN

Participating in movement experiences to develop fundamental movement patterns is the primary focus of the kindergarten physical education curriculum. While children at this level vary in development 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 educational games, dances, and gymnastics. Students are introduced to a few critical elements (i.e., small, isolated parts of the whole skill or movement). 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 developmentally appropriate form of selected locomotor, non-locomotor, and manipulative skills to understand the various ways the body can move.
- a) Demonstrate and differentiate between walking, jogging, running, hopping, galloping, and jumping.
 - b) Demonstrate bending, pushing, pulling, turning, and balancing on one foot.
 - c) Demonstrate moving forward, sideways, and side to side.
 - d) Demonstrate moving at low, medium, and high levels.
 - e) Demonstrate traveling in straight, curving, and zigzagging pathways.
 - f) Demonstrate moving fast, slow, and at moderate speeds.
 - g) Demonstrate simple educational gymnastic skills, including one roll (narrow or curled).
 - h) Demonstrate at least two critical elements used in eye-hand coordination skills while stationary (e.g., bouncing and catching a ball, tossing, catching a ball/beanbag, volleying a balloon, tossing and rolling underhand to targets, and striking stationary objects with a long or short implement or noodle.)
 - i) Demonstrate at least two critical elements used in eye-foot coordination skills (e.g., dribbling [small taps], kicking a stationary ball).
 - j) Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns in personal and general space.
 - k) Demonstrate jumping over a stationary rope and a self-turn single jump.

Essential Understandings	Essential Knowledge and Skills
<p>Movement competency involves a variety of movement forms.</p> <ul style="list-style-type: none"> • Locomotor skills: walking, jogging, running, hopping, galloping, and jumping. (K.1.a) • Non-locomotor skills that include bending, pushing, pulling, turning, and balancing on one foot. (K.1.b) • Moving and changing directions: forward, sideways, and side to side. (K.1.c) • Moving and changing levels: low, medium, and high. (K.1.d) • Moving and changing pathways: straight, curved, and zigzag. (K.1.e) • Moving and changing speeds: fast, slow, and moderate. (K.1.f) • Exploring body shapes and movements, including rolls (narrow or curled.) (K.1.g) • Manipulative skills, including bounce and catch, toss and catch, volleying with hand, tossing and rolling a ball underhand to target, and striking stationary objects with an implement. (K.1.h) • Manipulative skills, including dribbling with the foot/feet and kicking a stationary ball to a target, and jumping over a stationary and self-turn rope. (K.1.i, K.1.k) • Moving to beats and rhythmic patterns using instruments and music in personal and general space. (K.1.j) <p>There are basic critical elements associated with the performance of manipulative skills. (K.1.h, K.1.i)</p> <ul style="list-style-type: none"> • Bounce <ul style="list-style-type: none"> o Knees slightly bent; o Use finger pads; 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • demonstrate locomotor skills in relation to self and various obstacles and equipment that may include moving under/over, on/off, in front/behind near/away, around, and alongside (K.1.a, K.1.c, K.1.d, K.1.e); • label pictures of walking, running, hopping, galloping, and jumping (K.1.a); • demonstrate different body shapes, such as letters of the alphabet, while bending, pushing, pulling, and turning while maintaining balance (K.1.b); • demonstrate locomotor skills while changing directions, levels, pathways, and speed (K.1.c, K.1.d, K.1.e, K.1.f); • demonstrate simple educational gymnastic skills, including rolls (i.e., log roll, pencil roll, egg roll) while maintaining balance (K.1.g); • demonstrate bouncing and catching a ball, individually or with a partner (K.1.h); • demonstrate tossing and catching to self, with partner, and/or to a stationary target (K.1.h); • demonstrate volleying a light weight ball/balloon up using two hands (K.1.h); • demonstrate tossing and rolling underhand to

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> o Firm contact with top of ball; o Push straight down; o Waist-level height. • Catch from a bounce <ul style="list-style-type: none"> o Eyes on the ball; o Fingers apart; o Catch with hands only; no cradling against the body; o Make eye contact with the passer (catching a bounced ball from a passer); o Show hands (catching a bounced ball from the passer.) • Toss, underhand throw, underhand roll to a partner/target <ul style="list-style-type: none"> o Face and look at the target; o Swing throwing arm backward to begin a backward-forward arm (tick-tock) swing; o Step with opposite foot as tossing/throwing/rolling arm moves forward; o Point to the target and release ball between knee and waist level during upward swing for underhand throw; o Bend at hip and release ball under knee for underhand roll; o Follow through with hand pointing to the target with the palm facing upward. • Catch from throw <ul style="list-style-type: none"> o Watch the ball all the way into the hands; o Place body in the path of the object; 	<ul style="list-style-type: none"> a partner and/or to a stationary target (K.1.h); • demonstrate striking off a tee or striking with a bat using a suspended ball (K.1.h); • demonstrate dribbling in general space using different pathways (K.1.e, K.1.i); • demonstrate kicking/passing to a stationary target (K.1.i); • demonstrate rhythmic activities with manipulatives (e.g., parachutes, rhythm sticks) (K.1.j); • demonstrate movements with a partner, such as leading/following and mirroring/matching (K.1.j); • demonstrate jump rope skills using a line, stationary rope, and a self-turn single rope (K.1.k). <p>Additional resources: SHAPE America National Standards and Grade-Level Outcomes OPEN Online Physical Education Network Health Smart Virginia PE Central Dynamic PE ASAP</p>

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> o Extend arms outward to reach for ball; o Thumbs in for catch above the waist; o Thumbs out for catch at or below the waist; o One foot slightly in front of the other (balanced stance); o Catch with hands only; no cradling against the body; o Pull the ball in to the body as the catch is made; o Relax and absorb the force of the object. • Volley <ul style="list-style-type: none"> o Watch the ball/balloon and face the target in preparation of volley; o Strike the ball/balloon with flat surface of hand; o Swing to strike low with palm; o Make contact with ball/balloon between knee and waist; o Push up to strike high using finger pads; o Follow through straight upward and toward target. • Strike stationary objects with long-handled implements <ul style="list-style-type: none"> o Non-dominant hand grips the bottom of the long-handled implement with dominant hand stacked above with knuckles in line with each other; o Side to target (non-throwing arm closest to target); o Knees slightly bent; o Eyes follow ball to center of striking implement from start to finish; o Step toward target with opposite foot; o Striking arm way back; o Weight transfer from back foot to front foot; o Rotate hips; 	

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> o Wrist unlocks on follow-through for completion of striking action. • Strike stationary objects with short-handled implement <ul style="list-style-type: none"> o Shake hands with the paddle; o Firm grip and wrist; o Hit with a flat surface at center of paddle or racket; o Follow through toward target. • Dribble (foot) <ul style="list-style-type: none"> o Knees slightly bent; o Contact behind the center of a <i>partially deflated</i> ball with shoelaces, inside of the foot, or outside of foot; o Contact behind the center of the ball; o Ball stays close to feet/soft touches; o Ball moves forward with gentle taps; o Eyes looking forward; o Tap with both feet. • Kick toward a target <ul style="list-style-type: none"> o Focus eyes on stationary ball; o Step and plant the non-kicking foot beside the ball; o Pendulum swing with kicking leg; o Contact the ball with shoelaces (not toes); o Contact behind the center of the ball with the inside of the foot for balls that will stay on the ground (low-level kick); o Contact ball below the center of the ball with shoelaces for balls that will travel in air; 	

Essential Understandings	Essential Knowledge and Skills
o Kicking foot follows through in the direction of the kick with opposite arm stretched forward for balance.	

Anatomical Basis of Movement

K.2 The student will identify basic structures of the body and basic spatial awareness concepts.

- a) Explain that the body has muscles and bones that help the body move.
- b) Identify that the heart is a special muscle that pumps blood throughout the body.
- c) Demonstrate the concept of personal and general space.

Essential Understandings	Essential Knowledge and Skills
<p>Parts of the body work together to help the body move.</p> <ul style="list-style-type: none"> • Muscles and bones work together to create movement. (K.2.a) • The heart is a muscle needed for all movement. (K.2.a) • The main role of the heart is to move blood throughout the body. (K.2.b) <p>Moving in personal space helps everyone be safer. (K.2.c)</p> <ul style="list-style-type: none"> • Performing isolated/stationary skills in personal space (with and without equipment) is important for safe play. • Maintaining personal space while moving throughout general space (with and without equipment) is important for safe play. 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • identify pictures of bones and muscles (K.2.a); • identify a picture of the heart (K.2.b); • identify where heart is located (K.2.b); • demonstrate moving safely (without touching others) when in personal space or when moving in general space (K.2.b); • compare heartbeat while stationary and moving (K.2.c); • identify picture of activities that make the heart beat faster (K.2.c); • demonstrate personal space during stationary skills/movements (K.2.c); • demonstrate personal space (away from others) while moving and performing skills (K.2.c). <p>Additional resources: SHAPE America National Standards and Grade-</p>

Essential Understandings	Essential Knowledge and Skills
	Level Outcomes OPEN Online Physical Education Network Health Smart Virginia PE Central Dynamic PE ASAP KidsHealth.org

Fitness Planning

K.3 The student will identify physical activities that promote fitness.

- a) Explain that physical activity helps the body become stronger.
- b) Identify physical activities that can be done at home, individually and with family and friends to keep the body healthy.
- c) Explain that moving faster makes the heart beat faster.
- d) Explain that fitness requires staying physically active.

Essential Understandings	Essential Knowledge and Skills
<p>Physical activity keeps the body healthy and can be done at home with friends and family. (K.3.a, K.3.b)</p> <ul style="list-style-type: none"> • Physical activity is any bodily movement that results in increased energy expenditure. • Physical activities help the body grow. • Physical activities can be done at school and at home. • Physical activity can be done with family and friends. <p>The faster the body moves, the faster the heart beats. (K.3.c)</p> <p>Fitness activities need to be done in order to stay physically active. (K.3.d)</p>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • recognize that physical activity helps the body grow (K.3.a); • identify/draw pictures of physical activities that can be done at school and at home (K.3.b); • identify/draw pictures of physical activities that can be done with family and friends (K.3.b); • compare heartbeat while stationary and moving (K.3.c); • identify pictures of activities that make the heart beat faster (K.3.c); • explain the relationship between fitness and physical activity (K.3.d). <p>Additional resources: SHAPE America National Standards and Grade-Level Outcomes</p>

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	<p>OPEN Online Physical Education Network Health Smart Virginia PE Central Dynamic PE ASAP KidsHealth.org American Heart Association</p>

Social and Emotional Development

- K.4 The student will demonstrate appropriate behaviors and safe practices in physical activity settings.
- a) Demonstrate cooperative and safe behaviors during play.
 - b) Identify three classroom (procedural) rules.

Essential Understandings	Essential Knowledge and Skills
<p>Safe participation is needed in all physical activity settings when participating alone or with others.</p> <ul style="list-style-type: none"> • Maintaining personal space while moving makes everyone feel safe. (K.4.a) • Following rules when playing with others keeps everyone safe. (K.4.b) 	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • demonstrate how to follow safety rules (K.4.a); • demonstrate sharing space, sharing equipment, taking turns, and helping others (K.4.a); • identify three class safety rules (K.4.b). <p>Additional resources: SHAPE America National Standards and Grade-Level Outcomes OPEN Online Physical Education Network Health Smart Virginia PE Central Dynamic PE ASAP EverFi KidsHealth.org</p>

Energy Balance

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

Essential Understandings	Essential Knowledge and Skills
<p>Energy for the body comes from food.</p> <ul style="list-style-type: none"> • The body needs energy to move. (K.5.a) • Fruits and vegetables provide nutrients and vitamins to help the body grow and function. (K.5.c) <p>There are many types of fruits and vegetables that provide energy for the body. (K.5.b)</p> <ul style="list-style-type: none"> • Examples of vegetables include carrots, parsnips, radishes, onions, potatoes, pumpkins, peas, cucumbers, squash, asparagus, broccoli, lettuce. • Examples of fruits include apples, peaches, bananas, strawberries, grapes, watermelons, tomatoes, blueberries, raspberries. <p>Note: Include fruits and vegetables that may be more familiar to various cultures.</p>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • identify what gives the body energy to move (K.5.a); • label/identify pictures of fruits and vegetables (K.5.b); • explain the relationship between fruits and vegetables and energy (K.5.c). <p>Additional resources: SHAPE America National Standards and Grade-Level Outcomes OPEN Online Physical Education Network Health Smart Virginia PE Central American Heart Association KidsHealth.org MyPlate.gov</p>