

## Physical Education – Kindergarten

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) In Grades K-2, children learn fundamental movement skills and begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity. Students begin to develop a vocabulary for movement and apply concepts dealing with space and body awareness. Students are engaged in activities that develop basic levels of strength, endurance, and flexibility. In addition, students learn to work safely in group and individual movement settings. A major objective is to present activities that complement their natural inclination to view physical activity as challenging and enjoyable.

(3) The focus for kindergarten students is on learning basic body control while moving in a variety of settings. Students become aware of strength, endurance and flexibility in different parts of their bodies and begin to learn ways to increase health-related fitness.

(K.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) travel in different ways in a large group without bumping into others or falling;

(B) demonstrate clear contrasts between slow and fast movement when traveling;

(C) demonstrate non-locomotor (axial) movements such as bend and stretch;

(D) maintain balance while bearing weight on a variety of body parts;

(E) walk forward and sideways the length of a beam without falling;

(F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;

(G) roll sideways (right or left) without hesitating; and

(H) toss a ball and catch it before it bounces twice.

(K.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; and

(B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.

(K.3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide opportunities for enjoyment and challenge;

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk;

(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and

(E) describe the benefits from involvement in daily physical activity such as feel better and sleep better.

(K.4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.

(K.5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:

(A) use equipment and space properly;

(B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity;

(C) explain how proper shoes and clothing promotes safe play and prevent injury;

(E) explain appropriate reactions during emergencies in physical activities.

(K.6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) respond appropriately to starting and stopping signals; and

(B) demonstrate the ability to play within boundaries during games and activities.

(K.7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow rules, procedures, and safe practices;

(B) work in a group setting in cooperation with others; and

(C) share space and equipment with others.