

# Kindergarten Physical Education

<b>Instructional Focus:</b> This level encourages development of basic motor skills and active participation.	
<b>Motor Skill and Movement Patterns</b>	
<b>Standards</b>	
<b>SHAPE Standard 1</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. <b>AK PE Standard A</b> Demonstrates competency in motor and movement skills needed to perform a variety of physical activities.	
<b>Objectives</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.</li> <li>• Performs jumping and landing actions with balance.</li> <li>• Performs locomotor skills in response to teacher-led creative dance.</li> <li>• Maintains momentary stillness on different bases of support.</li> <li>• Forms wide, narrow, curled, and twisted body shapes.</li> <li>• Rolls sideways in a narrow body shape.</li> <li>• Contrasts the actions of curling and stretching.</li> <li>• Throws underhand with opposite foot forward.</li> <li>• Drops a ball and catches it before it bounces twice.</li> <li>• Catches a large ball tossed by a skilled thrower.</li> <li>• Dribbles a ball with 1 hand, attempting the second contact.</li> <li>• Taps a ball using the inside of the foot, sending it forward.</li> <li>• Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.</li> <li>• Volleys a lightweight object (balloon) sending it upward.</li> <li>• Strikes a lightweight object with a paddle or short-handled racket.</li> <li>• Executes a single jump with a self-turned rope.</li> <li>• Jumps a long rope with teacher assisted turning.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice fundamental motor patterns in a variety of movement activities: Bubble Tag; Go Away - Come Home; 4-Corner-Fitness</li> <li>• Stability/balance skills can be practiced in creative movement activities, stations/centers.</li> <li>• Throw/catch variety of items to self (scarf, bean bag, balls).</li> <li>• Dribbling w/hand or foot to establish control. Modified, lead-up, small-side versions of soccer, basketball at age-appropriate level.</li> <li>• Striking practice with balloons for modified, lead-up, small-side versions of volleyball, tennis, hockey at age-appropriate level.</li> <li>• Jump Rope for Heart</li> </ul>
<b>Learning Concepts</b>	
<b>Standards</b>	
<b>SHAPE Standard 2</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. <b>AK PE Standard B</b> Apply movement concepts to the learning and performance of physical activities.	
<b>Objectives</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Differentiates between movement in personal (self-space) and general space.</li> <li>• Moves in personal space to a rhythm.</li> <li>• Travels in three different pathways.</li> <li>• Travels in general space with different speeds.</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial awareness activities</li> <li>• Simple dance instruction: Chicken Dance, Hokey-Pokey, Macarena</li> <li>• Follow-the-Leader; Teacher-led creative movement activities</li> </ul>
<b>Fitness and Active Lifestyle</b>	
<b>Standards</b>	
<b>SHAPE Standard 3</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. <b>AK PE Standard C</b> Participate regularly in physical activity. <b>AK PE Standard D</b> Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness	

<b>Objectives</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Identifies active play opportunities outside physical education class.</li> <li>• Actively participates in physical education class.</li> <li>• Recognizes that when you move fast, your heart beats faster and you breathe faster.</li> <li>• Recognizes that food provides energy for physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• “PE Homework” to encourage practice outside of class. (Healthy Futures; Challenge Calendars)</li> <li>• 4-Corner-Fitness with “Recovery Side” to self-monitor changes in heart rate and breathing.</li> <li>• Nutrition-infused activities.</li> </ul>
<b>Social/Respect</b>	
<b>Standards</b>	
<b>SHAPE Standard 4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others. <b>AK PE Standard E</b> Exhibit personal and social behavior that respects self and others in physical activity settings.	
<b>Objectives</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Follows directions in group settings (e.g., safe behaviors, following directions, taking turns).</li> <li>• Acknowledges responsibility for behavior when prompted.</li> <li>• Follows instruction and directions when prompted.</li> <li>• Shares equipment and space with others.</li> <li>• Recognizes the established protocol for class activities.</li> <li>• Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul>	<ul style="list-style-type: none"> <li>• “Traffic Light” to help students recognize their level of behavior:             <ul style="list-style-type: none"> <li>○ GREEN=Great job! Keep going!</li> <li>○ YELLOW=Reminders/Warning</li> <li>○ RED=Unsafe/Lack of control.</li> </ul> </li> <li>• Practice expectations</li> <li>• Kagan Team/Class-Building Activities</li> </ul>
<b>Values Physical Activity</b>	
<b>Standards</b>	
<b>SHAPE Standard 5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <b>AK PE Standard F</b> Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	
<b>Objectives</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>• Recognizes that physical activity is important for good health.</li> <li>• Acknowledges that some physical activities are challenging/difficult.</li> <li>• Identifies physical activities that are enjoyable.</li> <li>• Discusses the enjoyment of playing with friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures of favorite activities</li> <li>• Student Portfolios</li> <li>• Recess games</li> </ul>