

Physical Education: Kindergarten

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:

PESK Personal and Social Development Skills The student applies responsible personal and social development skills in a physical activity setting. In Kindergarten all students will:

Standards:

- PESK1:** participate fully and communicate cooperatively with others;
- PESK2:** perform activities safely and follow rules of etiquette and ethical behavior;
- PESK3:** display age appropriate self-control and discipline;
- PESK4:** display a willingness to receive and use feedback to improve performance;
- PESK5:** accept the decisions of and respond positively to teachers/officials in charge of games/activities;
- PESL6:** choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;
- PESK7:** display an interest in and assist and encourage others' efforts;
- PESK8:** display behaviors that are supportive and inclusive;
- PESK9:** self-initiate behaviors that contribute to personal and partner/group effort;
- PESK10:** adjust behavior to prevent/reconcile conflicts.

Strand:

PE1 Motor Skills and Movement Patterns Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Kindergarten all students will:

Standards:

- PE1a:** use personal, general and shared space appropriately;
- PE1b:** demonstrate locomotor skills (e.g., crawl, walk, run, hop, jump, gallop, slide);
- PE1c:** explore shapes (e.g., wide, narrow, round, square), pathways (e.g., straight, curved, zigzag, etc.), balance (e.g., weight transfer using hands, feet, and other body parts), levels (e.g., high, middle, low), and speed (e.g., quick, slow), in movements while interacting with others;
- PE1d:** demonstrate throw, catch, drop and catch, and kick from a stationary position;
- PE1e:** explore movement through different rhythmic beats;
- PE1f:** demonstrate fundamental motor patterns by imitating animal movements;
- PE1g:** follow simple rules and safety procedures given by the teacher; and
- PE1h:** explain how wearing proper shoes and clothing promotes safe play and prevents injury.

Strand:

PE2 Physical Activity and Fitness A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Kindergarten all students will:

Standards:

- PE2a:** participate regularly in moderate physical activities during physical education class and recess;
- PE2b:** engage for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration (e.g., running, galloping, skipping, hopping);
- PE2c:** lift and support one's own weight in selected activities that develop muscular strength and endurance of arms, shoulders, abdomen, and legs (e.g., hanging, hopping, jumping);
- PE2d:** demonstrate a stretch that will increase the range of motion of a joint (e.g., perform a sit-and-reach stretch to demonstrate how to stretch the hamstrings and lower back muscles);
- PE2e:** demonstrate the ability to breathe slowly and deeply to relax;
- PE2f:** recognize that physical activity promotes good health;
- PE2g:** identify changes in the body (e.g., breathing and heart rate) and the importance of replenishing the body with water during physical activity.