

Kindergarten PE students at St. Patrick’s will develop physical education skills and concepts. As an important part of the elementary school program that uniquely contributes to the school’s overall goals, physical education emphasizes the total development of the child (i.e., physical, motor, cognitive, social, and emotional development). It is critical at the elementary level that students be guided through a series of developmentally appropriate experiences and activities that promote a desire to engage in physical activities, promote a sense of self worth, encourage cooperation and self-control, and lead to choices that promote a healthy life style.

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
1.1 Motor Skills	a. Demonstrate clear contrasts between slow and fast movement while traveling. b. Kick a stationary ball using a smooth continuous running step. c. Maintain momentary stillness bearing weight on a variety of body parts. d. Change direction quickly in response to a signal. e. Roll sideways without hesitating or stopping. f. Travel in forward and sideways directions using a variety of locomotor skills (e.g., skip, hop, jump, gallop, leap, slide, run, walk). g. Walk and run using mature form.	Tag games Animal walks Tumbling Bean bag skills Racquets/paddles and Balloons Beach balls/nerf balls/playground balls Hula hoops	Tests Daily Work Timed Tests Teacher Observation
1.2 Application	a. Identify different movement patterns and body parts (e.g., over/under, behind, alongside, and through). b. Identify and use a variety of relationships with objects, such as dribbling, jumping rope (e.g., over/under, behind, alongside, through). c. Identify and begin to utilize the technique employed (leg flexion) to soften the landing in jumping.	Simon Says Follow the Leader Various tag games	Tests Daily Work Teacher Observation
1.3 Active Living	a. Participate regularly in vigorous physical activity. b. Recognize that physical activity is good for personal well being. c. Identify feelings that result from participation in physical activities.	Obstacle course Relays Tumbling (log roll, egg roll)	Tests Daily Work Teacher Observation

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
1.4 Physical Fitness	<ul style="list-style-type: none"> a. Sustain moderate to vigorous physical activity. b. Be aware of heart beating fast during physical activity. 	Heart beat check before, during, and after physical activity	<ul style="list-style-type: none"> Tests Daily Work Teacher Observations
1.5 Personal and Social Skills	<ul style="list-style-type: none"> a. Know the rules for participating in physical education class. b. Work in a group setting without interfering with others. c. Respond to teacher signals. d. Respond appropriately to rule reminder. e. Follow directions given to the class for an all-class activity. f. Handle equipment safely by putting it away when not in use. g. Take turns using a piece of equipment. h. Transfer “rules of the gym” to other areas of the school. 	<ul style="list-style-type: none"> Parachute activities Games such as tag, red light/green light, following the rules they apply 	<ul style="list-style-type: none"> Daily Work Teacher Observations
1.6 Value of Exercise	<ul style="list-style-type: none"> a. Enjoy participation alone and with others. b. Choose playmates without regard to personal differences (e.g., race, gender, disability). 	<ul style="list-style-type: none"> Parachute activities Games that rotate partners frequently Relay activities 	<ul style="list-style-type: none"> Daily Work Teacher Observations