

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Demonstrate body and spatial awareness through movement

Evidence Outcomes

Students can:

- Travel within a large group without bumping into others or falling while using a variety of locomotor skills
- Demonstrate contrasts between slow and fast speeds while using locomotor skills
- Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations
- Travel in straight, curved, and zigzag pathways
- Move in opposition and alternately
- Move synchronously with others
- Participate in chase-and-flee activities that include various spatial relationships

21st Century Skills and Readiness Competencies

Inquiry Questions:

- When is moving at a fast speed safer, and when is moving at a slow speed safer?
- Which animals use the same movements?
- When moving in a group, how do you keep from bumping into each other?
- Why is it easier to move in the same direction in which a group is moving than to move against the group?

Relevance and Application:

- Individuals participate in games that require movement as a group.
- Individuals travel successfully and safely in a variety of activities with a large group of friends and family members such as to the movies or a county fair.
- Individuals create letters of the alphabet using their arms, legs, and torso.

Nature of Physical Education:

- Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- Spatial awareness is critical for success in any movement-based activity.
- Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Locate the major parts of the body

Evidence Outcomes

Students can:

- Move specified body parts in response to a variety of sensory cues such as auditory or visual
- Identify body planes such as front, back, and side

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Which body parts are unable to move?
- Why do we walk on two feet?
- Which are stronger – arms or legs? Why?
- What in their arms and legs helps people to move?
- When would it be important to be able to change directions quickly?

Relevance and Application:

- Individuals play “head, shoulders, knees, and toes” with parents.
- Individuals identify body parts correctly.
- Individuals identify the front, back, and side of the body.

Nature of Physical Education:

- Understanding the important relationship between the brain and its impact on physical performance and academic learning is integral in the development of the whole child.
- The brain helps the body to learn how to move.