



## Overview

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Elementary physical education programs emphasize the importance of physical activity and personal fitness. Fitness is developed through the activities in the daily lessons, which emphasize physical activity, continuous movement, and challenges that involve overloading the major muscle groups. Students have opportunities to understand the fitness components, fitness assessment, and the need for a lifetime of physical activity. Participation in physical activity also can be an important venue for the social, psychological, and emotional development of children.

The elementary school physical education program emphasizes the development of fundamental locomotor, nonlocomotor, and manipulative skills. The movement framework, basic biomechanical and motor learning principles (see Appendixes C, D, and E in the *Physical Education Framework for California Public Schools* [California Department of Education 2009]), and fundamental game tactics are also part of the content for elementary school students.

The kindergarten physical education model content standards are organized by five overarching content standards. Under each of the overarching standards are grade-level standards that provide a vision for what students in kindergarten should know and be able to do. Together, the content standards represent the essential skills and knowledge that all students need to be physically active and enjoy a healthy lifestyle.

Kindergarten students are embarking on a journey of formal physical education and a lifetime of movement. The fundamental movement skills learned in kindergarten form the basis for all movement experiences and are used during a lifetime of physical activity. It is important for teachers to focus on what the students *can* do rather than what they cannot do. In this way, kindergarten teachers set the stage for a lifetime of joyful movement.

Kindergarten students are experiencing moderate but steady growth in height, weight, and muscular strength and endurance. Hand–eye coordination is showing steady improvement, but reaction time is still slow. These students enjoy moving to music, so rhythmic activity is an ideal lesson focus for practicing locomotor and nonlocomotor skills.

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## What Kindergarten Students Should Know

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As they grow from infancy to school age, children develop mobility and the ability to manipulate objects. Walking and running, stooping and bending, reaching and climbing, and twisting and spinning are part of a repertoire of movement that most kindergarteners bring to the classroom. They have learned that moving is fun and often associate movement with play and games.

Some students enter kindergarten with rich experiences in movement and physical activities, but others have limited experiences because their communities do not provide safe places to play or opportunities to explore movement. Even students who have attended preschool, played and exercised with family members, or participated in sports at the recreational level may not have had opportunities to formally learn foundational skills and concepts of physical education.

## What Students Learn in Kindergarten

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In kindergarten, students begin to learn the proper technique for locomotor and nonlocomotor movements and how to manipulate (e.g., strike, toss, kick, bounce) objects, such as lightweight balls and beanbags. They learn the names of body parts and can describe locomotor and nonlocomotor skills. By the end of kindergarten, students can demonstrate the proper form for jumping, hopping, galloping, sliding, walking, running, leaping, and skipping. Throughout the kindergarten year, students practice nonlocomotor movements—including bending, stretching, swaying, and twisting—and learn stretching exercises. They also learn that muscles move bones; the heart is a muscle; and the lungs and the heart work together to send oxygen to the other muscles.

### **Overarching Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

Kindergarten students move through space, including moving side-to-side, forward-and-back, and upward-and-down. They use a variety of pathways (e.g., curved, straight, zigzag) and move in relation to objects (e.g., over, under). Students practice locomotor movements (walking, running, hopping, skipping, jumping, leaping, galloping, and sliding). They also practice nonlocomotor movements, including bending, curling, stretching, swaying, swinging, turning, and twisting. Kindergarten students learn to manipulate (e.g., strike, toss, kick, bounce) a wide variety of objects, including lightweight balls, beanbags, and balloons.



### **Overarching Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

Standard 2 represents the cognitive knowledge that supports the skills learned in Standard 1. Kindergarten students begin to develop a movement vocabulary. Besides the names of the locomotor skills (e.g., hop, jump, slide), they learn the names of relationships (e.g., over, under, behind), space (e.g., general, personal, up, down), body parts (e.g., shoulder, neck, back), and balance (e.g., base of support). They are also beginning to describe the correct technique for fundamental manipulative skills.

### **Overarching Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.**

The kindergarten child's energy level and readiness to move contribute to a willingness to meet the goal of performing moderate to vigorous activities three to four days each week. Students' muscular strength and endurance are developed through activities performed on playground equipment, such as horizontal ladders, horizontal bars, and climbing apparatus. Kindergarten students learn appropriate stretching exercises for the shoulders, legs, arms, and back and the importance of slow, static movements to prevent injury.

## **Overarching Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

Similar to the relationship between Standards 1 and 2, Standard 4 provides the cognitive information to support the fitness activities experienced in Standard 3. Specifically, students learn the names for internal parts of the body (e.g., bones, organs), how muscles are used for climbing and moving bones, and that muscles must be stretched to be healthy. They also learn the heart is a muscle that works with the lungs to send oxygen to the other muscles throughout the body. Kindergarten students learn the role of nutrition (including the importance of water) in providing energy for physical activity.

## **Overarching Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

Kindergarten students enjoy moving, so they are willing participants in many physical activities. It is important, however, for the teacher to help students associate the positive feelings derived from movement with the physical activity experience so that movement becomes an enjoyable lifelong habit. Kindergarten students tend to be solo learners, so the teaching and practicing of sharing is necessary. This practice may include sharing the roles of leader and followers during locomotor practice.

## **Support for English Learners**

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The goal of physical education programs in California is to ensure universal access to high-quality curriculum and instruction so that every student can meet or exceed the state’s physical education model content standards. To reach that goal, teachers design instruction to meet the instructional needs of each student. Different instructional approaches may be needed for English learners to gain access to physical education content. Specially designed academic instruction in English (SDAIE), also known as sheltered instruction, provides students with a variety of interactive and multimodal means to obtain information. With sheltered instruction techniques, teachers modify the language demands of the lesson. Cooperative learning with high

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levels of interaction may also be an effective strategy. (See the *Physical Education Framework for California Public Schools* [California Department of Education 2009], Chapter 7, “Universal Access,” for more information.)

Physical education instruction can also provide opportunities for students to develop their English-language skills as vocabulary (e.g., *over, under, walk around the cone, reach high*) is developed through physical activity instruction and demonstrations of locomotor movements that include labeling of the movement (e.g., the teacher says, “Skip to the line,” and the students demonstrate skipping). Letter recognition can be reinforced by using beanbags with letters printed on them and asking students to name the letter before tossing or catching the beanbag. The names of body parts (e.g., shoulder, neck, back) can be taught through their use in physical activities.

## Support for Students with Special Needs

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Successful participation in physical activities by students with special needs depends on the teacher's skill and training in providing instruction and support to all students. When systematically planned differentiation strategies are used, students with special needs can benefit from appropriately challenging curriculum and instruction. The strategies for differentiating instruction include pacing, complexity, depth, and novelty. Despite the modifications made, however, the focus is to always help students meet the physical education model content standards to the best of their ability.

In helping students achieve at their grade level, teachers use instructional resources aligned with the standards and provide additional learning and practice opportunities. Some students with 504 Plans or individualized education programs (IEPs) are eligible for special education services in physical education. A student's 504 Plan or IEP often includes suggestions for techniques to ensure that the student has full access to a program designed to provide him or her with appropriate learning opportunities and that uses instructional materials and strategies to best meet his or her needs. The 504 Plan or IEP also determines which services or combination of services best met the student's need. See the *Physical Education Framework for California Public Schools*, Chapter 7, "Universal Access," for more information. The framework is posted at <http://www.cde.ca.gov/ci/pe/cf/index.asp>.

## The Standards

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The following kindergarten physical education model content standards were adopted by the California State Board of Education on January 12, 2005.

<b>Physical Education Model Content Standards Kindergarten</b>	
<b>STANDARD 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</b>	
<b>Movement Concepts</b>	
1.1	Travel within a large group, without bumping into others or falling, while using locomotor skills.
1.2	Travel forward and sideways while changing direction quickly in response to a signal.
1.3	Demonstrate contrasts between slow and fast speeds while using locomotor skills.
1.4	Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.
<b>Body Management</b>	
1.5	Create shapes by using nonlocomotor movements.

1.6	Balance on one, two, three, four, and five body parts.
1.7	Balance while walking forward and sideways on a narrow, elevated surface.
1.8	Demonstrate the relationship of <i>under, over, behind, next to, through, right, left, up, down, forward, backward,</i> and <i>in front of</i> by using the body and an object.
<b>Locomotor Movement</b>	
1.9	Perform a continuous log roll.
1.10	Travel in straight, curved, and zigzag pathways.
1.11	Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.
<b>Manipulative Skills</b>	
1.12	Strike a stationary ball or balloon with the hands, arms, and feet.
1.13	Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
1.14	Kick a stationary object, using a simple kicking pattern.
1.15	Bounce a ball continuously, using two hands.
<b>Rhythmic Skills</b>	
1.16	Perform locomotor and nonlocomotor movements to a steady beat.
1.17	Clap in time to a simple, rhythmic beat.
<b>STANDARD 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</b>	
<b>Movement Concepts</b>	
2.1	Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.
2.2	Identify and independently use personal space, general space, and boundaries and discuss why they are important.
<b>Body Management</b>	
2.3	Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
2.4	Explain base of support.

<b>Locomotor Movement</b>	
2.5	Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.
<b>Manipulative Skills</b>	
2.6	Explain the role of the eyes when striking objects with the hands, arms, and feet.
2.7	Identify the point of contact for kicking a ball in a straight line.
2.8	Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.
<b>STANDARD 3: Students assess and maintain a level of physical fitness to improve health and performance.</b>	
<b>Fitness Concepts</b>	
3.1	Participate in physical activities that are enjoyable and challenging.
<b>Aerobic Capacity</b>	
3.2	Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.
<b>Muscular Strength/Endurance</b>	
3.3	Hang from overhead bars for increasing periods of time.
3.4	Climb a ladder, jungle gym, or apparatus.
<b>Flexibility</b>	
3.5	Stretch shoulders, legs, arms, and back without bouncing.
<b>Body Composition</b>	
3.6	Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.
<b>Assessment</b>	
3.7	Identify indicators of increased capacity to participate in vigorous physical activity.
<b>STANDARD 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</b>	
<b>Fitness Concepts</b>	
4.1	Identify physical activities that are enjoyable and challenging.
4.2	Describe the role of water as an essential nutrient for the body.

4.3	Explain that nutritious food provides energy for physical activity.
<b>Aerobic Capacity</b>	
4.4	Identify the location of the heart and explain that it is a muscle.
4.5	Explain that physical activity increases the heart rate.
4.6	Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.
<b>Muscular Strength/Endurance</b>	
4.7	Explain that strong muscles help the body to climb, hang, push, and pull.
4.8	Describe the role of muscles in moving the bones.
<b>Flexibility</b>	
4.9	Identify the body part involved when stretching.
<b>Body Composition</b>	
4.10	Explain that the body is composed of bones, organs, fat, and other tissues.
<b>STANDARD 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</b>	
<b>Self-Responsibility</b>	
5.1	Identify the feelings that result from participation in physical activity.
5.2	Participate willingly in physical activities.
<b>Social Interaction</b>	
5.3	Demonstrate the characteristics of sharing in a physical activity.
5.4	Describe how positive social interaction can make physical activity with others more fun.
<b>Group Dynamics</b>	
5.5	Participate as a leader and a follower during physical activities.