

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: Physical Education**  
**Kindergarten**

**Standard 1: Skilled Movement**

Students demonstrate continuous progress and develop the ability to control the use of motor patterns in most fundamental patterns (e.g., running, skipping, galloping, chasing, fleeing, dodging, throwing, kicking, striking and basic movement skills including body awareness, space, effort, relationships with objects and others, and rhythmic patterns).

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of Kindergarten)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.</b>	<ul style="list-style-type: none"> <li>• K.PE.1.1.1 Demonstrate progress toward the mature form of selected locomotor, non-locomotor and manipulative patterns.</li> <li>• K.PE.1.1.2 Identify movements using concepts of body and space awareness, effort, and relationships, (directionality, kinesthetic and temporal awareness).</li> </ul>	<ul style="list-style-type: none"> <li>• Musical movement</li> <li>• Multiple movement activity designed to incorporate the entire movement framework.</li> </ul>	<ul style="list-style-type: none"> <li>• Stereo</li> <li>• Music</li> </ul>	

**Standard 2: Movement Knowledge**

Students identify basic cognitive concepts, and use them to guide performance in physical activities (e.g., games, body management and dance).

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of Kindergarten)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</b>	<ul style="list-style-type: none"> <li>• K.PE.2.1.1 Identify vocabulary of basic movement concepts.</li> <li>• K.PE.2.1.2 Identify fundamental movement patterns.</li> <li>• K.PE.2.1.3 Identify simple biomechanical principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Mirroring - activity can be performed as locomotor reinforcing or auxiliary (stationery). Utilizes all vocabulary in movement framework.</li> </ul>		

**Standard 3: Physically Active Lifestyle**

Students develop positive attitudes toward participation in physical activity, and create awareness of how physical activity improves health and brings a challenge of experiencing new movements and learning new skills.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of Kindergarten)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<b>Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>	<ul style="list-style-type: none"> <li>• K.PE.3.1.1 Participate daily in moderate to vigorous physical activity. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.)</li> <li>• K.PE.3.1.2 Explore and participate in health enhancing physical activities.</li> <li>• K.PE.3.1.3 Express feelings about participation in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are currently only seen 15-20 minutes per week.</li> </ul>		

**Standard 4: Personal Fitness**

Students sustain physical activity for short periods of time for enjoyment. They recognize physiological characteristics associated with vigorous physical activity.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of Kindergarten)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
<b>Goal 4.1: Achieve and maintain a health enhancing level of fitness.</b>	<ul style="list-style-type: none"> <li>• K.PE.4.1.1 Participate and sustain a moderate or vigorous level of activity.</li> <li>• K.PE.4.1.2 Identify the physiological signs associated with physical activity.</li> <li>• K.PE.4.1.3 Identify other activities that increase heart rate.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement Exploration - activity designed to teach students what forms of movement make the heart beat fast or slow i.e., balance beams and jump in hoops.</li> </ul>		

**Standard 5: Personal and Social Responsibility**

Students learn and utilize acceptable behaviors and safe practices while cooperating with others (e.g., taking turns, sharing equipment and space).

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of Kindergarten)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<b>Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.</b>	<ul style="list-style-type: none"><li>• K.PE.5.1.1 Apply teachers’ rules, procedures and safe practices with teacher reinforcement.</li><li>• K.PE.5.1.2 Share space and equipment with others.</li><li>• K.PE.5.1.3 Cooperate with others</li></ul>	<ul style="list-style-type: none"><li>• Partner Bean Bag Toss ‘n Catch.</li><li>• Partners Accuracy Throw</li></ul>		