

PE/Health Kindergarten

Physical Education

Standard 1: Skilled Movement

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

1.1 Demonstrate progress toward the mature form of selected locomotor, non-locomotor and manipulative patterns

1.2 Identify movements using concepts of body and space awareness, effort, and relationships, (directionality, kinesthetic and temporal

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

2.1 Identify vocabulary of basic movement concepts

2.2 Identify fundamental movement patterns

2.3 Identify simple biomechanical principles.

Standard 3: Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction

3.1 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.)

3.2 Explore and participate in health enhancing physical activities

3.3 Express feelings about participation in physical activity

Standard 4: Personal Fitness

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

4.1 Participate and sustain a moderate or vigorous level of activity.

4.2 Identify the physiological signs associated with physical activity.

4.3 Identify other activities that increase heart rate.

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

5.1 Apply teachers' rules, procedures and safe practices with teacher reinforcement.

5.2 Share space and equipment with others.

5.3 Cooperate with others.

HEALTH

Standard 1: Healthy Lifestyles

Goal 1.1: Acquire the essential skills to lead a healthy life.

1.1 Describe exercise.

1.2 Recognize the role of germs in spreading disease.

1.3 Recognize safety signs and procedures at home, school, and around the neighborhood.

1.4 Describe how each person experiences a variety of feelings and moods.

1.5 Differentiate between helpful and harmful drugs.

1.6 Identify medicines/drugs, their safe use, and safe places.

1.7 Differentiate between healthy and unhealthy foods.

1.8 Identify body parts.

1.9 Describe the family.

1.10 Identify health products commonly used.

1.11 Identify healthy environment.

Standard 2: Risk Taking Behavior

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

2.1 Explain that germs are everywhere and are invisible.

2.2 Identify acceptable and unacceptable behavior.

2.3 Discuss how to make a wise responsible choice.

Standard 3: Communication Skills for Healthy Relationships

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

3.1 Identify the ways a person expresses feelings and moods

3.2 Demonstrate appropriate ways to say no.

3.3 Identify “verbal” and “nonverbal” communication skills

Standard 4: Consumer Health

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs

4.1 Identify health products (soap, shampoo, toothpaste)

4.2 Identify poison symbols (Mr. Yuck, skull, crossbones).

4.3 Identify health workers

Standard 5: Mental and Emotional Wellness

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

5.1 Identify feelings

5.2 Identify that each person experiences different feelings and moods

5.3 Explore the benefits of play

5.4 Recognize trusted adults who can provide assistance

