Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

By the end of Kindergarten students will:

K.1.1 Exhibit basic locomotor and non-locomotor skills.
K.1.2 Demonstrate basic skills using manipulatives.
K.1.3 Execute basic gymnastic skills of roll, balance and support.
K.1.4 Demonstrate basic skills with even rhythm.
K.1.5 Perform a simple dance step in keeping with a specific tempo (e.g. slow-slow- fast-fast-fast.)
K.1.6 Appreciate different cultural music and movements through a variety of simple folk dances.
K.1.7 Balance on different body parts, at different levels maintaining stillness.
K.1.8 Change speed and direction maintaining safe distance in shared space.
K.1.9 Perform swimming skills as listed according to the SAS adopted Red Cross “angelfish” criteria.

Examples of ways in which students might demonstrate the above include:

- Exploring directionality by traveling forward, backwards and sideways using a variety of locomotor and non-locomotor movements.
- Changing directions quickly in response to a signal leading with eyes and head turn.
- Dropping a ball and catching it at the peak of the bounce.
- Tapping a ball forward using inside of foot in short consecutive pushes.
- Continuously striking a balloon in an upward direction.
- Safe and balanced stopping and traveling to cues.
- Performing an unassisted front float (starfish float) for 3 seconds.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

By the end of Kindergarten students will:

K.2.1 Identify fundamental movement patterns of power walk, run, jump and slide.
K.2.2 Identify correctly body planes - front, back and side.
K.2.2 Explore body position and force.
K.2.4 Establish a beginning movement vocabulary - e.g. “shared” space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist.
K.2.5 Create a “self space” when in a group of students.

Adapted from National Association for Sport and Physical Education Standards
For assessment purposes, emphasis will be on Standards 1 and the SAS Core Values with Standards 2-6 representing instructional focus.
K.2.6  Apply concepts of taking a stable stance of low and wide and begin to use leg flexion for softening landings.

Examples of ways in which Kindergarten students might demonstrate the above include:
- Identifying and using a variety of relationships with objects and people (e.g., over/under, behind, beside, between, around, through).
- Recognizing a variety of ready positions such as ready to jump and land, to run, to stop, to listen, to change direction.
- Coordinating body parts to keep balance on a variety of surfaces.
- Self correcting by checking body position in a variety of physical activities using SAS self check list.

Standard 3: Participates regularly in physical activity.

By the end of Kindergarten students will:
- K.3.1 Identify activities that encourage physical exertion at home and during unscheduled times.
- K.3.2 Share how perceptual motor class and physical education class work together to increase enjoyment and understanding of how the body can move.
- K.3.3 Relate how rhythm and dance in music and physical education class provide additional regular activity.
- K.3.4 Recognize that regular activity can take many forms and small changes of habit can enhance personal wellness.

Examples of ways in which Kindergarten students might demonstrate the above include:
- Participating regularly in moderate to vigorous physical activity in and out of class.
- Recognizing that physical activity is important for good health and wellness.
- Identifying positive feelings that result from participation in physical activities.
- Stating that physical activity includes helping out around the home, walking a pet, taking intermittent activity breaks from sedentary activities.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

By the end of Kindergarten students will:
- K.4.1 Sustain moderate to vigorous physical activity for short periods of time.
- K.4.2 Identify the physiological signs of moderate physical activity (e.g., fast heart rate) heavy breathing, perspiring).
- K.4.3 Identify the heart as a muscle, and its accurate location in the body.
**Examples of ways in which Kindergarten students might demonstrate the above include:**
- Sustaining moderate to vigorous physical activity.
- Finding heart beat after physical activity.
- Performing safely when working to increase basic flexibility with static stretching.
- Exploring stable weight bearing body position to enhance basic strengthening. (isometric)
- Inviting parents to observe student’s progress and participate in physical activities.

**Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

**By the end of Kindergarten students will:**
- K.5.1 Understand and apply with teacher reinforcement, classroom rules and procedures, and safe practices.
- K.5.2 Follow directions and apply the Core Values.
- K.5.3 Share space with others.
- K.5.4 Take care of equipment and instructional environment.
- K.5.5 Identify the value of cooperative play.
- K.5.6 Interact positively with students in class regardless of personal differences (e.g., race, gender, ability).

**Examples of ways in which Kindergarten students might demonstrate the above include:**
- Responding to teacher signals for attention.
- Following directions given to the class for an all-class activity.
- Handling equipment safely and responsibly and returning or securing it when not in use.
- Taking turns using equipment and leading and following.
- Enjoying participation and understanding that playing is trying and learning.
- Choosing a partner without regard to personal differences (e.g., race gender, ability).

**Standard 6: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**By the end of Kindergarten students will:**
- K.6.1 Engage in physical activity to the best of one’s ability.
- K.6.2 Associate positive feelings with participation in physical activity.
- K.6.3 Try new movement activities and skills with persistence and control.

Adapted from National Association for Sport and Physical Education Standards
For assessment purposes, emphasis will be on Standards 1 and the SAS Core Values with Standards 2-6 representing instructional focus.
Examples of ways in which Kindergarten students might demonstrate the above include:

- Enjoying participation alone and with others.
- Identifying feelings that result from participation in physical activities.
- Looking forward to physical education classes.
- Stating positive experience from active participation.
- Settling conflicts consistent with current SAS practices.