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

By the end of Kindergarten Perceptual Motor students will:

1.1 Exhibit an awareness of body image and spatial awareness.
1.2 Utilize developmentally appropriate locomotor and non-locomotor motor skills.
1.3 Execute developmentally appropriate static and dynamic balance skills.
1.4 Perform basic body management skills on obstacles/apparatus
1.5 Demonstrate an awareness of basic skills of timing and rhythm.
1.6 Exhibit proprioception, visual motor control, and vestibular competence during exploratory play.
1.7 Perform bilateral, unilateral and cross lateral movement skills.
1.8 Exhibit manual dexterity and prehension skills while manipulating small objects using hand-eye and foot-eye tracking.
1.9 Develop memory skills for movement patterns and routines.
1.10 Demonstrate developmentally appropriate muscular endurance for performing various movement skills.
1.11 Demonstrate an awareness of appropriate elements of physical fitness.

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

- Using multi sensory modalities (tactile, spatial vision, etc.) to enhance sensory integration
- Using movement skills to travel, to stop, and to balance
- Traveling in different directions using a variety of locomotor patterns
- Changing directions quickly in response to a signal demonstrating dynamic balance.
- Tossing a ball and catch
- Catching a ball rebounding from a rebound net, with or without a ball bounce
- Using static balance - maintaining momentary stillness bearing weight on a variety of body parts, as in a one-foot balance
- Using dynamic balance- maintaining stability when executing locomotor and non locomotor skills.
- Accomplishing a specific movement or a series of skilled movements at age-appropriate levels.
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 Perceptual Motor students will:

2.1 Understand how competence with movement relates to skill performance.
2.2 Know fundamental movement concepts in locomotor and nonlocomotor skills.
2.3 Understand concepts in manipulative skills and the application of force.
2.4 Use beginning movement vocabulary (e.g. personal space, high/low levels, fast/slow speeds)
2.5 Begin to apply appropriate concepts to physical activities (e.g., change direction while running)
2.6 Build connections between language and numeracy components used in physical activities.
2.7 Apply concepts of relationships with objects from the abstract to the physical.
2.8 Demonstrate hand dominance/preference and prehension skills.
2.9 Understand basic concepts of endurance and muscular fitness for participation in physical activity.

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

- Understanding words that describe a variety of relationships pertaining to skill execution, with and without objects (e.g., over/under, behind, alongside, through).
- Recognizing important cue words to enhance skill execution e.g. (leg flexion) to soften the landing in jumping.
- Using a perceptual workbook to establish relationships with objects.
- Understanding action songs to execute appropriate actions.
- Following and keeping up with actions as directed by teacher.

Standard 3: Participates regularly in physical activity.

By the end of Kindergarten Perceptual Motor students will:

3.1 Recognize the options for physical activity following orientation to school environments.
3.2 Participate in various physical activities within the environments of school.
3.3 Be aware of options for physical activity at home and in the community
3.4 Recognize the use of small hand implements to incorporate active play (e.g. jump ropes, hoppy hop balls)
3.5 Identify likes and dislikes connected with skills requirement of the physical activity in question

Adapted from National Association for Sport and Physical Education Standards
Singapore American School January 12, 2009
For assessment purposes, emphasis will be on Standards 1 and the SAS Core Values with Standards 2-6 representing instructional focus.
Adopted by the Board on January 29, 2009
Examples of ways in which students might demonstrate the above include:

- Participating in playground orientation at the beginning of each semester
- Participating actively in physical activity in all classroom related physical activities
- Discussing physical activities options outside of the environments of the classroom
- Participating in and discussing after-school programs which offer physical activity
- Discussing options of other community and family programs which offer physical activity.

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

By the end of Kindergarten Perceptual Motor students will:

4.1 Sustain active participation for age appropriate periods of time
4.2 Identify the physiological signs of physical activity (e.g., fast heart rate, heavy breathing).

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

- Sustaining participation in physical activity.
- Being aware of his or her heart beating fast during physical activity.
- Recognizing that physical activity is good for personal well-being.

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

By the end of Kindergarten Perceptual Motor students will:

5.1 Understand classroom rules, procedures and safe practices
5.2 Follow directions and stays on tasks as required at station work
5.3 Share space and equipment with others
5.4 Explore basic elements of cooperative activities
5.5 Work well in groups and/or individually
5.6 Recognize the joy of shared play in group activities
5.7 Incorporate SAS core values during physical activities.
5.8 Appreciate physical limitations of self and others
5.9 Appreciate cultural diversity and demonstrate this during participation.
Examples of ways in which students might demonstrate the above include:

- Responding to teacher signals
- Following directions
- Handling equipment safely
- Taking turns using equipment
- Working well with others (i.e. core values)
- Enjoying participation alone and with others
- Identifying feelings that result from participation in physical activities
- Understanding that physical activity can be non-competitive or competitive in nature.

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

By the end of Kindergarten Perceptual Motor students will:

6.1 Understand and value the enjoyment derived from physical activity.
6.2 Associate positive feelings with participation in physical activity.
6.3 Attempt new movement activities and skills.
6.4 Demonstrate confidence and interest in physical activity participation.
6.5 Demonstrate willingness to take risks and make attempts at skills learning.
6.6 Recognize that personal hygiene has an impact on classroom environment.

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

- Enjoying participation alone and with others.
- Identifying feelings that result from participation in physical activities.
- Looking forward to Perceptual Motor class.
- Appreciating skills acquisition in enhancing competence in physical activity.
- Respecting that game rules ensure play perimeters.
- Washing hands and understands personal hygiene.