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

### By the end of Pre-School/Pre-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 Demonstrate an awareness of static and dynamic balance.
1.4 Perform basic management skills on obstacles/apparatus.
1.5 Demonstrate an awareness of basic skills of rhythm.
1.6 Exhibit proprioception, visual motor control, and vestibular competence during exploratory play.
1.7 Demonstrate basic bilateral, unilateral and cross lateral movement skills.
1.8 Exhibit manual dexterity skills while manipulating small objects using hand-eye and foot-eye coordination.
1.9 Develop memory skills for movement patterns and routines.

### Examples ways students might demonstrate the above include:

- Using multi sensory modalities (tactile, spatial vision, etc.) to enhance sensory integration.
- Using movement skills to travel, stop and balance.
- Exploring moving in different directions using a variety of locomotor patterns.
- Changing direction quickly in response to a signal and in personal space
- Tossing and catching a ball.
- Exploring static balance - maintaining momentary stillness bearing weight on a variety of body parts, as in a one-foot balance.
- Exploring dynamic balance- maintaining stability when executing locomotor and non locomotor skills.

## 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 Pre-School/Pre-Kindergarten Perceptual Motor students will:

2.1 Demonstrate an awareness of fundamental movement knowledge concepts in locomotor and non locomotor skills.
2.2 Demonstrate an awareness of fundamental movement knowledge concepts in manipulative skills.
2.3 Respond to movement vocabulary (e.g. personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist);
2.4 Demonstrate an awareness of using appropriate concepts for physical activities (e.g., change direction)
2.5 Build connections between language and numeracy components used in physical activities.
2.6 Begin to apply concepts of relationships with objects from the abstract to the physical.
2.7 Copy movement patterns of teacher in action songs

Examples of ways in which students might demonstrate the above include:
- Identifying and using a variety of relationships with objects (e.g., over/under, behind, alongside, through).
- Beginning to utilize leg flexion as a technique to soften the landing during jumping.

Standard 3: Participates regularly in physical activity.

By the end of Pre-School/Pre-Kindergarten Perceptual Motor students will:
3.1 Participate in daily physical activity
3.2 Demonstrate positive attitude towards physical activity

Examples of ways in which students might demonstrate the above include:
- Participating actively in physical activity.

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

By the end of Pre-School/Pre-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 Pre-School/Pre-Kindergarten Perceptual Motor students will:

5.1 Understand classroom rules, procedures and safe practices
5.2 Follow directions
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

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.

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

By the end of Pre-School/Pre-Kindergarten Perceptual Motor students will:

6.1 Understand the values of 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.
Examples of ways in which students might demonstrate the above include:

- Identifying feelings that result from participation in physical activities.
- Looking forward to Perceptual Motor class.
- Appreciating skills acquisition in enhancing competence in physical activity.