

Montgomery County Public Schools Kindergarten Physical Education Curriculum Framework

Standard I: Exercise Physiology
Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.
I.K.1 Identify and demonstrate the effects of physical activity on the body systems.
a. Identify one site on the body to find pulse. b. Tell how exercise affects the heart. Clarifying Example: <i>The student will feel how fast his/her heart is beating after exercise by placing a hand over the heart.</i>
I.K.2 Explore the components of the FITT principle using physical activity.
a. Explore the various types of movement and the effect it has on the body. Clarifying Example: <i>The student will experience changes in heart rate in relation to varying locomotor speeds.</i>
I.K.3 Explore and identify the components of fitness.
a. Participate in activities to enhance the health related fitness component of aerobic capacity/cardio respiratory endurance. b. Recognize activities that increase heart rate. Clarifying Example: <i>The student will recognize that aerobic exercise makes the heart grow stronger.</i>
I.K.4 Investigate the benefits of physical activity.
a. Identify physical benefits of aerobic capacity cardio respiratory endurance. Clarifying Example: <i>The student will understand that exercise increases the heart rate and makes the heart grow stronger.</i>
I.K.5 Recognize the relationship between nutrition and physical activity.
a. Compare how food is to the body as fuel is to a car. b. Identify nutritious foods. Clarifying Example: <i>The student will understand that eating helps to keep the body moving and eating healthy foods helps the body to work at its best.</i>
I.K.6 Recognize the factors influencing exercise adherence.
a. Identify activities that promote fitness. <ul style="list-style-type: none"> • Individual • Family Clarifying Example: <i>The student will participate in a class discussion about movement activities they do by themselves and with their families.</i>

Standard II: Biomechanical Principles
Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
II.K.1 Participate in movement that demonstrates motion concepts.
a. Be exposed to the concepts. <ul style="list-style-type: none"> • Force • Gravity • Friction • Resistance Clarifying Example: <i>The student will pull and push a partner using a scooter and discover what happens when the partner's feet are dragged on the ground.</i>
II.K.2 Experience the concept of balance through movement.
a. Show static and dynamic balance concepts through movement. Clarifying Example: <i>The student will jump, land, and freeze like a statue.</i>

Standard III: Social Psychological Principles
Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
III.K.1 Identify the meaning of effort.
a. Participate in a variety of activities and display effort. b. Recognize increasingly successful performance through practice. Clarifying Example: <i>The student will use a visual counter to monitor level of success.</i>
III.K.2 Work effectively with others in physical activity settings.
a. Identify and model appropriate behaviors that facilitate collaborative effort. <ul style="list-style-type: none"> • Cooperation Clarifying Example: <i>The student will watch teacher role-play cooperative/ uncooperative actions that might occur during partner activity. The student will shout out “cooperative” during the correct portion of role-play and model the positive cooperative activity with a partner.</i> • Respect (self, space, others) Clarifying Example: <i>The student will make rope shapes on floor to designate a “peaceful play area” and perform self selected movements in the area (cartwheels, hopping on one foot, etc.). When another student enters the peaceful play space, the student will identify what might occur. The students role-play the “This is My Space” strategy (entering students leave peacefully or they decide to share the space).</i> • Responsibility Clarifying Example: <i>The student will retrieve and return equipment to designated places by assuming the role of the “get out kid,” and the “put away kid” as decided by the students.</i> • Sportsmanship Clarifying Example – <i>Students verbally express at least once during each PE class directly to another student, “Thanks for playing with me in PE today.”</i>
III.K.3 Build relationships to develop a sense of community within the school.
a. Identify characteristics (kind, caring, brave, helpful, nice, hard worker, etc.) of classmates who are positively completing tasks in PE class. Clarifying Example: <i>The student will offer “PE Positive” characteristics during teacher directed discussion about the climate of the PE class.</i> b. Identify caring members of a community. Clarifying Example: <i>The student will complete a sheet provided by teacher with drawings of caring situations in PE class (two students sharing a ball, a student helping another who has fallen, a student teaching another student) by writing the name of a classmate who has shown that characteristic.</i>

Standard IV: Motor Learning Principles
Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
IV.K.1 Experience a variety of age appropriate activities.
a. Demonstrate a basic understanding of specific locomotor and non-locomotor skills. Clarifying Example: <i>The student will perform basic locomotor movements (walk, jump, hop, skip, gallop, slide sideways) and non-locomotor movements (bend, twist, stretch, curl, balance, turn).</i>
IV.K.2 Demonstrate skill improvement.
a. Demonstrate skills to improve through teacher directed activities. Clarifying Example: <i>The student will begin to develop the skills of catching, underhand throwing, and striking a balloon with body parts/paddle through specific teacher directed activities.</i>
IV.K.3 Improve performance through positive feedback.
a. Provide verbal and visual cues to improve personal performance. Clarifying Example: <i>The student will repeat teachers cues to perform a skill or task (e.g., the student will repeat “step hop, step hop, step hop” when performing a skip).</i>

Standard V: Physical Activity

Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

V.K.1

Experience individual aerobic capacity/cardio respiratory fitness.

- a. Experience the difference between resting heart rate and active heart rate.
- b. Experience aerobic and anaerobic activities.

Clarifying Example: The student will find resting heartbeat and active heartbeat after cardiorespiratory activity.

V.K.2

Experience activities that involve muscular strength and muscular endurance.

- a. Recognize that specific muscles or muscle groups move specific body parts.

Clarifying Example: The student will mimic teacher demonstration of how biceps bend and triceps straighten the arm.

V.K.3

Experience individual flexibility.

- a. Recognize that flexibility can change.

Clarifying Example: The student will stand on a line and walk forward with his/her hands until they achieve maximum extension by lying on his/her stomach. A partner marks that point with a beanbag. The students then participate in a teacher-led movement activity. The partners return and re-measure extension.

Standard VI: Skillfulness
Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.
VI.K.1 Practice fundamental movement skills.
<ul style="list-style-type: none"> a. Demonstrate proficiency using the locomotor skills of walking, running, hopping, jumping, and galloping. Clarifying Example: <i>The student will stop and start on musical cue using various locomotor movements.</i> b. Demonstrate a proficient degree of spatial awareness (location and levels). Clarifying Example: <i>The student will stop and start traveling at a given signal, showing the ability to stop and travel in his/her own self space.</i> c. Demonstrate proficiency when moving in relation to objects (over/under, on/off, near/far and in front/behind). d. Demonstrate proficiency when jumping over a stationary low level object. e. Practice spatial awareness (directions, pathways). f. Practice variety of locomotor skills, such as skip, slide, and leap. g. Explore a variety of non-locomotor movements, such as bend, pull, stretch, twist, turn, push, swing, and lift. Clarifying Example: <i>The student will display round, narrow, wide, and twisted body shapes.</i> h. Practice moving in relation to one's body parts, objects, and/or people. i. Practice the five forms of take offs and landings.
VI.K.2 Develop creative movement skills.
<ul style="list-style-type: none"> a. Move body parts through a variety of different shapes (curved, twisted, narrow, and wide). Clarifying Example: <i>The student will form different shapes while traveling to music (i.e., "Rubber Band Man" from Sally the Swinging Snake).</i>
VI.K.3 Practice skill themes.
<ul style="list-style-type: none"> a. Demonstrate catching a self- thrown lightweight object such as a scarf or a balloon. Clarifying Example: <i>The student will toss and catch scarf at different levels.</i> b. Demonstrate rolling a ball with one hand. c. Demonstrate maintaining balance on a base of support. d. Demonstrate striking a lightweight object with the hand. e. Practice underhand tosses and overhand throws. Clarifying Example: <i>The student will use yarn balls to make underhand and overhand throws.</i> f. Practice striking lightweight objects with various body parts. Clarifying Example: <i>The student will use balloons to strike with body parts.</i> g. Practice balancing on a variety of body parts. Clarifying Example: <i>The student will balance on a number of body parts designated by teacher.</i> h. Practice kicking. i. Explore transferring weight from different body parts. Clarifying Example: <i>The student will move across a mat using the crab walk.</i> j. Explore striking with implements. k. Explore dribbling with the feet.