

## What is it we expect students to learn? Identifying Essential Standards

**Grade Level:** Kindergarten

**Subject:** Physical Education

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| 1. Standard/Description   | 2. Evidence of Proficiency  | 3. Prior Skills Needed | 4. Common Summative Assessment       | 5. When Taught?    | 6. Enrichment Standards |
|---|---|------------------------|--------------------------------------|--------------------|-------------------------|
| Identify major body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes) (PA1DK) | Student is able to point to these areas on themselves and on a partner                                  | No prior skills needed | Teacher observation of Partner Point | August and ongoing |                         |
| Recognize the difference between general and personal space and demonstrate safe use of both (PA3AK)                    | Student is able to navigate through a moving crowd of peers safely                                      | No prior skills needed | Teacher observation                  | August and ongoing |                         |
| Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop) (HM1AK)                     | Jumping<br>Preliminary crouch, full arm swing, extension at take off and body weight forward on landing | No prior skills needed | Teacher checklist                    | August and ongoing |                         |
| Demonstrate manipulative skills in a stationary position (e.g., rolling, throwing, catching,                            | Catching<br>Hands catch, thumbs touching, eyes visually track and palms are facing the                  | No prior skills needed |                                      | August and ongoing |                         |

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|   |   |                        |  |                    |
|---|---|------------------------|--|--------------------|
| kicking) (HM1CK)  | ball  |                        |  |                    |
| Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn) (HM1BK)  | Student is able to complete the “Freeze Dance” using all non-locomotor movements  | No prior skills needed | <u>Human Kinetics: Physical Education for Children Non-locomotor Checklist</u> | August and ongoing |
| Demonstrate the ability to use your body as a means of expression (e.g., snowman melting) (HM3BK) | Student is able to recognize verbal ques of the “Bop ‘Til You Drop” song and use his or her body to imitate what he or she is imagining | No prior skills needed | Teacher observation of “Bop ‘Til You Drop”                                     | August and ongoing |
| Demonstrate ways to balance on different body parts at different levels (HM1DK)                   | Student is able to complete all of the “Balance Stations” from balance beam to peacock feathers   | No prior skills needed | Teacher observation of Balance Stations  | August and ongoing |

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary
2. Example/ Rigor: What does the proficient student work look like? Provide an example and/or description.
3. Prior skills needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?
4. Common Assessment: What assessments(s) will be used to measure the student mastery?
5. When will this standard be taught?
6. Enrichment: What supplementary standards/ skills enrich the essential standard?

Mattos, Buffum, Weber, 2010