

Minnesota K-12 Academic Standards Physical Education 2018

Kindergarten Standards and Benchmarks

Students in Kindergarten perform locomotor, non-locomotor and manipulative skills with an emphasis on maintaining balance. to a variety of locomotor, non-locomotor and manipulative skills. They begin using basic movement concepts related to space awareness, effort awareness and relationship awareness. They also begin recognizing how the body responds to various forms of physical activity. Students identify rules and protocols and demonstrate respect by sharing equipment and space, and moving safely. They also recognize the basic relationship physical activity and health, challenge and enjoyment.

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Focus Area 1: Locomotor

- 0.1.1.1 Hop, gallop, slide, skip, and run while maintaining balance.
- 0.1.1.2 Jump and land in the horizontal plane while maintaining balance.
- 0.1.1.3 Jump and land in the vertical plane while maintaining balance.
- 0.1.1.4 Perform locomotor skills in educational dance while maintaining balance

Focus Area 2: Non-Locomotor

- 0.1.2.1 Maintain momentary stillness on different bases of support with different body shapes.
- 0.1.2.3* Roll sideways in a narrow body shape. For example: pencil roll, log roll.
- 0.1.2.4 Perform non-locomotor skills.

Focus Area 3: Manipulative

- 0.1.3.1 Roll and throw underhand with opposite foot forward.
- 0.1.3.2 Throw overhand while maintaining balance.
- 0.1.3.4* Drop and catch a ball before it bounces twice.
- 0.1.3.5 Dribble with one hand, attempting a second contact.
- 0.1.3.6 Dribble with inside of the foot, attempting a second contact.
- 0.1.3.7 Pass with the feet, while maintaining balance.
- 0.1.3.9* Kick while maintaining balance.
- 0.1.3.11* Volley individually using various body parts, attempting a second hit.
- 0.1.3.13* Strike using a body part, while maintaining balance.
- 0.1.3.16 Jump a single jump with a self-turned rope.
- 0.1.3.17 Jump a long rope with teacher-assisted turning.

Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

Focus Area 1: Movement concepts, principles and knowledge.

- 0.2.1.1 Travel in different pathways differentiating between movement in personal space (self-space) and general space. For example: straight, curvy, zig zag.
- 0.2.1.2 Travel using body parts in different relationships to each other. For example: round, narrow, wide, twisted, symmetrical.
- 0.2.1.3 Travel using slow and fast speeds.

Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Focus Area 1: Physical Activity Knowledge

- 0.3.1.1 Identify ways to be physically active outside of physical education class, both indoors and outdoors.

Focus Area 2: Engages in Physical Activity

- 0.3.2.1 Actively participates in physical activities with teacher prompting.

*Where there is a gap in coding, there are no benchmarks that are developmentally appropriate in the K-5 progression at that grade level

** Indicates there are no grade-level benchmarks for the Focus Area in the K-5 progression at that grade level.

Focus Area 3: Fitness Knowledge

0.3.3.1 Recognize that faster movement corresponds to faster heartbeat and breathing.

0.3.3.2 Recognize that the body has muscles.

Focus Area 4: Assessment and program planning**

Focus Area 5: Nutrition

0.3.5.1 Recognize that food provides energy for physical activity.

Standard 4: Exhibit responsible personal and social behavior that respects self and others.

Focus Area 1: Personal responsibility

0.4.1.1 Identify class rules and protocols related to self, space and equipment.

Focus Area 2: Feedback

0.4.2.1 Use feedback from the teacher.

Focus Area 3: Working with others

0.4.3.1 Share equipment and space with others.

Focus Area 4: Rules and etiquette**

Focus Area 5: Safety

0.4.5.1 Move safely in personal space with minimal reminders.

Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Focus Area 1: Health

0.5.1.1 Recognize that physical activity is important for good health.

Focus Area 2: Challenge

0.5.2.1 Recognize that some physical activities are challenging or difficult.

Focus Area 3: Self-expression and enjoyment

0.5.3.1 Express enjoyment when being physically active individually and with others.

*Where there is a gap in coding, there are no benchmarks that are developmentally appropriate in the K-5 progression at that grade level

** Indicates there are no grade-level benchmarks for the Focus Area in the K-5 progression at that grade level.

How to read the MN PE Standards Coding: The benchmarks for each standard are designated by four-digit codes. For example, in the code **0.1.3.16**:

- The 0 refers to grade *Kindergarten*;
- The 1 refers to the first standard, *Demonstrates competency in a variety of motor skills and movement patterns*;
- The 3 refers to the third focus area, *Manipulative*;
- The 16 refers to the sixteenth benchmark for focus area three, *Jump a single jump with a self-turned rope*.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrates competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.16 Jump a single jump with a self-turned rope.	1.1.3.16 Consecutively jump forward or backward using a self-turned rope.	2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, jump using a self-turned rope.	3.1.3.16 Perform a variety of jump rope skills with a short rope.	4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.	5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.

*Where there is a gap in coding, there are no benchmarks that are developmentally appropriate in the K-5 progression at that grade level

** Indicates there are no grade-level benchmarks for the Focus Area in the K-5 progression at that grade level.